A
Standard of Teaching
for the
Primary Schools
of the Basel Mission
on the Goldcoast, W. Africa.
1902.
Revised 1914

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Bible History

1. The Bible Stories are to be related by the teacher without using his book.
2. In relating to Class I & II, the teacher shall not use the very same words as in Arnold's B. History but freely relate the stories in a lively and interesting manner. In repeating, the words of Arnold may be used.
3. The teacher has by questions to ascertain whether the children, specially those of Cl. I & II, have understood what was related.
4. The children of Cl. II, & upwards, have to retell each story freely; a learning by heart is not necessary & to be avvided.
5. In relating to Class III - VI, the stories may be given as found in Barth's Bible History.
6. The teacher has to show that the story proves what the quotation at the end of each story is teaching.

Cl. I & II.

First Halfyear.

Arnold's Bible Stories, Old Testament №. 1 - 33.

Remark. A fortnight before Easter the stories containing Christs suffering, death and resurrection (Arnold N. Test. №. 22 - 29) are to be done; after Easter the O. T. is to be continued. In the last lesson before Ascension and Whit - Sunday the respective stories (Arnold N.T. №. 31 & 32) are to be related.

Second Halfyear.

Arnold's Bible Stories, New Testament №. 1 - 37.

Remark. In the 2 last lessons before Christmas №. 1 - 3 are to be repeated.

Bible History.

Cl. III & IV.

First Year.

I. Halfyear.

Barth's Bible Stories, O. T. № 1–30.

II. Halfyear.

Barth's Bible Stories, O. T. № 31–52.

Second Year.

I. Halfyear.

Barth's Bible Stories, N. T. № 1–27.

II. Halfyear.

Barth's Bible Stories, N. T. № 28–52.

Rem. 1. In the 4 last lessons before Easter the stories contained in Barth, N. T. № 28–36, are to be related every year, the same in the last lesson before Ascension & Whit-Sunday, № 39 & 40, and in the 2 last lessons before Christmas, № 1–3.

Rem. 2. In case Class III & IV are numerous, or these 2 classes are taught together with class V & VI by one teacher, it is not absolutely necessary that Cl. III & IV learn all the 52 stories of the O. & N. T. In such cases it will be sufficient for class III & IV to know following stories:

O. T. № 1–5. 6, 1.2. 7–9. 10, 1. 11. 13–20. 21, 1.2. 22. 24. 27. 29. 30–36. 40. 42, 1.2. 44–46. 49. 50.

N. T. № 1–5. 6, 1.2. 8. 9, 1–4. 10. 11. 13–15. 17–20. 21, 1.2.4. 22. 23, 1.2. 24. 28. 29. 30–36. 39–44. 46. 48. 51.

Cl. V & VI

First Year.

I. Halfyear O. Testament Barth's B. H. № 1–30.

II. Halfyear " " " " № 31–52.

Second Year.

I. Halfyear N. Testament. Barth's B. H. № 1–27.

II. Halfyear " " " " № 28–52.

The remark for Cl. III & IV referring to the stories to be read before the festivals of the Christian Church is to be observed also in Cl-V & III.

Committing to Memory.

A. Scripture Passages, Catechism, Confirmationbook.

1. No Scripture Passage is to be learned by heart, which is not understood by the children. The teacher has therefore to give a short explanation of each passage.
2. The Scholars have to recite the quotations with a loud voice, distinctly pronouncing each single word.
3. It is not allowed to recite 2 or 3 passages after each other without interruption. The Scholars must know where a quotation ends & where a new one begins.
4. Towards the end of every halfyear all that was learned before is to be repeated.

Cl. I.

First Halfyear.

Bible Passages: Catechism, Tshi p. 18 – 20. Gã p. 20 – 22.
№ 1 – 25. (Repetition.)

Second Halfyear.

Bible Passages: Catechism, Tshi p. 20 – 22. Gã p. 22 – 24.
№ 26 – 50. (Repetition of 1 – 50.)

Cl. II.

First Halfyear.

Bible Passages: Catechism, Tshi p. 22 – 25. Gã p. 24 – 26.
№ 51 – 75. (Repetition.)

Second Halfyear.

Bible Passages: Catechism, Tshi p. 25 – 27. Gã p. 26 – 28.
№ 76 – 100 (Repetition of 50 – 100.)

Cl. III

First Halfyear.

Catechism, Section I, Tshi pag. 27–38. Gã p. 28 – 38.
Following Bible Passages pointed by an asterisk:
№ 1. 3. 4. 7. 8. 9. 10. 12. 13. 16. 18. 19. 20. 23. 26. 27. 28. 31. 32. 34. 37. 39. 40. 41. 53. 54. 57. 58. 59. 62. 63. 67.

Committing to Memory.

A. Scripture Passages Catechism. Confirmationbook.

Cl. III.

Second Halfyear

a. Catechism, Tshi p. 3-14. 17. Gã p. 5-15. 19.
Only those parts printed with large types in:
№ 1. 2. 3. 4. 5. 6. 7. 18. 19.

b. Bible Passages, Catechism, Tshi p. 33-35. Gã p. 34-35.
№ 42. 43. 44. 45. 47. 48. 49. 51.

Cl. IV.

First Halfyear.

a. Catechism without omission, Tshi p. 3-10, Gã p. 5-12.
i.e. Chapter I-III, № 1. 2. 3. 4. 5. 6.

b. Passages, Catech. Section II.
№ (68. 69. 71. 73. 74. 76. 77. 79. 80. 81.) 82. 83. 84. 85. 89. 93. 94. 96. 103. 108. 109. 113. 114. 116. | 118. 119. 125. 128. 130. 131. 135. 140. 142. 146. 150. (Repetition.)

Second Halfyear.

a Catechism without omission., Tshi p. 11-17. Gã p. 12-19.
i.e. Chapter IV-VI. № 7. 8. 9. 10. 11. 12-19.

b. Passages, Catech. Section III & IV.
№ 153. 154. 156. 166. 169. 170. 173. 174. 176. 177. 180. 183. 186. 187. 189. 193. 195. 197. 204. 205. 212. 219. 220. 222. 224. 225. 226. 227. 229. (Repetition.)

Cl. V.

The Hand

The Confirmation Book.

First Halfyear.

Question 1-42. (Repetition.)

Second Halfyear.

Question 43-73. (Repetition of the whole.)

Rem. Of the Scripture-passages quoted, are not only the words, but also their references to be learned.

Committing to Memory.

A Scripture Passages, Catechism Confirmationbook.

Cl. VI

Repetition and Explanation of the Catechism with Bible Passages referring to it.

First Halfyear.

Passages, Section V, Tshi p. 64-77. Gã p. 63-76.

№ 2. 4. 6.
" 8.
" 10. 13. 15. 17. 20. 21. 23.
" 24. 25. 33. 35. 38. 41. 43. 44. 46.
" 50. 52. 53. 55. 57.
" 60.
" 65. 66.
" 68.
" 73.
" 74.
" 77. 78.
" 82.
" 84. 85.
" 88.
" 90.

Catechism Tshi p. 3-10. Gã p. 5-12.

№ 1. Introduction.
Chapt. I. № 2. 3 Baptism.
" II. " 4. Article of God, the Father
" II. " 4. " " Jesus Christ.
" II. " 4. " " the Holy Ghost
" II " 5. The benefit of Faith.
" III. " 6. Introduction to the Lord's Praye
" III. " 6. 1. Petition of the Lord's Prayer
" III. " 6. 2. " " " " "
" III. " 6. 3. " " " " "
" III. " 6. 4. " " " " "
" III. " 6. 5. " " " " "
" III. " 6. 6. " " " " "
" III. " 6. 7. " " " " "
" III. " 6. Conclusion.

Second Halfyear.

Passages, Section VI, Tshi p. 77-85. Gã p. 76-84.

№ 91. 92.
" 93.
" 95.
" 97.
" 100. 101.
" 104.
" 105.
" 108.
" 109.
" 112.
" 114.
" 118.
" 121.
" 125.
" 127. 129.
" 131

Catechism, Tshi p. 11-17. Gã p. 12-19.

Chapt. IV № 7 Introduction to the 10 Commandment
" IV. " 7. I. Commandment.
" IV. " 7. II. "
" IV. " 7. III. "
" IV. " 7. IV. "
" IV " 7 V. "
" IV " 7. VI. "
" IV. " 7. VII. "
" IV. " 7. VIII. "
" IV. " 7. IX. "
" IV. " 7. X. "
" IV. " 8.9. The Law & its fulfillment.
" IV. " 10. " " " " "
" IV. " 11 " " " " "
" V " 12-17 The Lords Supper.
" VI " 18.19. The Apostles' Instruction.

General Repetition

Committing to Memory
B. Hymns.

1. In the classes III–VI, every hymn is to be read by the Scholars with a loud voice in the lesson before they begin to learn it by heart.
2. Throughout all the classes from I–VI, the teacher has to explain the hymns shortly & to show how they are to be recited verse by verse.

a. Tshi Schools.

	First Halfyear.	Second Halfyear.
Cl. I.	№ 373. Manyáṅ yi, meto dw̆ompa.	№ 288. Jesu, di yeṅ kaṅ.
	" 197. O Jesu Kristo, befw̆e yen.	" 148. Jesu, yeṅ kyerekyerefo.
	" 94. Nipa-ba, ko Golgota.	" 51. Mónna Nyame ase da.
	" 114. Mómmã yeṅ agyeṅkwã so.	" 260. Mirennyaw me Jesu da
	" 343. Wo agya hũ: mã entrã ho.	" 57. Anadw̆o a yekae 'ne yi
Cl. II.	First Halfyear.	Second Halfyear.
	№ 346. Nyaṅkõpoṅ abofo.	№ 225. Me Nyame, mede me kõma
	" 404. Onyame ba ne me-ṅkwã	" 388. Me wura nè m'agyeṅkwã pa
	" 235. Kristo mogya ne ne trẽnẽ	" 332. Jen wura dom ṅ'kã yen
	" 18. Anuonyam nè aseda.	" 342. Meye Jesu guamma-nti
	" 5. Móṅkamfo Nyaṅkõpoṅ	" 9a. Deṅ na mémfa minyi w'aye.
	" 345. Mo mmofra, mommra.	" 60. O Jesu Krist, yeda w'ase.
Cl. III.	First Halfyear.	Second Halfyear.
	№ 214. Onyame do na mómmã.	№ 8. Kamfo Jehowa, otumfo
	" 174. M'ani gye m'asubo ho	" 431. Jerusalem, m'ahõto fi.
	" 93. Eti a mogya gu so.	" 328 Nea Onyame ye n'eye.
	" 422. Wode dote ṅwenee	" 414. Gyidifo trãbea pa.
	" 196. O m'agyeṅkwã, Jesu Kristo.	" 259. Se minyã m'agyeṅkwã.
	" 285. Mo Kristofo, múnni m'akyi.	" 58. Jesu awoda.

Committing to Memory.
B. Hymns.
a. Tshi Schools.

	First Halfyear.	Second Halfyear.
Cl. IV.	№ 90. Mekae fw̆iremu - kye no.	№ 16. Onyame ne yeṅ agya pa.
	" 92. Mo nnipa, móṅfw̆e Jesu.	" 374. Haṅṅ a efi dāpem haṅṅ.
	" 132. Hoṅhom - kroṅkroṅ, yebesre.	" 273. Fa wo kwaṅ hye wo yefo.
	" 258. Me wura Jesu, se wonye	" 349. Onyaṅkõpon, mã enye 'ye!
	" 136. Jeṅ Nyame ne abaṅkese.	" 50. Den na mémfa minnye wo?
Cl. V.	№ 181a. Jesu, wo ṅkyeṅ na metrã.	№ 7. Ayeyidw̆om na meto
	" 165. Jesu ne nea yesom no.	" 306. Papa nni asāse so.
	" 98. Jesu, Nyaṅkõpoṅ guamma!	" 215. Jesu gye nnebon'yefo.
	" 117. Jesu, m'ani da wo so.	" 429. O Jerusalem fefe a.
	" 241. Afei mahũ nnyinaso a.	" 251. Jesu ne yen kõsoroma.
	" 408. Me hõnam a wode dote.	" 62. Mifi soro nohõ maba.
Cl. VI.	№ 390. Mómmã yemfa mpaebo.	№ 295. Ade bākõ na ehĩa
	" 296. Se Onyame hũ wo mmobo.	" 315. Me hoṅhom, siesie wohõ.
	" 434. Se wosom w'agyeṅkwã.	" 263. Ade bakõ na eye me fe dā.
	" 133. Hoṅhom kroṅkroṅ, bra.	" 398. Ehena na onim ne wuda.
	" 324. Deṅ 'ti na mehow me w̆ere.	" 247. Se maye m'agyeṅkwã.
	" 33. Onyaṅkõpoṅ di yeṅ nokware.	" 10. Se minyã tekrema apem e.

Committing to Memory.

B. Hymns.

b) Gã - Schools.

Cl. I.

First Halfyear.

№ 383. Na, gbekẽ bibio dšimi.
" 324. Jesu, wavo ko.
" 113. Susuma, ya Golgata.
" 117. Mi - Nuntšo Jesu susuma.
" 303. Jesu le, minmẽẽ eke.

Second Halfyear.

№ 434. Mitšui, ohie atšẽ.
" 231. O Jesu Kristo, Krvemowo!
" 229. O Jesu, ke owiemo.
" 50. Dšeri fẽ áda Nyonimo ši.
" 70. Mĩše sane :,: agba ahãwo.

Cl. II.

First Halfyear.

№ 384. Nãwo mobo, Jesu Kristo.
" 282. Mitade ke minõ le fẽ.
" 307. Mi - Nuntšo Jesu, dšee minõ.
" 91. Nyonimo wiemo ke nõmo.
" 131. Kristo nweiyã le mli edše
" 291. Jesu tõbii le eko dšimi.

Second Halfyear.

№ 226. Miye bie, nyam mli maritše.
" 25. Nyonimo, Ofe le, áwo dã
" 245. Yidšiemo anõ - hã
" 389. O nyehãã wodšiea wodšielo le.
" 72. Nekẽ Nãnyonimo smo dše neri.
" 330. Wo - Nuntšo Jesu dromo.

Cl. III.

First Halfyear.

№ 194. O Nuntšo Jesu, Kãšiwo.
" 110. O dsẽ le, na okpõlo.
" 202. Mibaptisimo le he.
" 332. Adšo eša noyelilo.
" 482. Nohĩekãmo ye hã Nyonimo bii.
" 458. Kristo, le dši minvala.

Second Halfyear.

№ 4. Dšomo Jehova, hewalo, maritše le.
" 490. Jerusalem, mišĩa le.
" 325. "Mise!" wolumo Kristo kẽ.
" 364. Mõ kẽ ní Nyonimo fe le hĩ.
" 471. Heyeloi le akpẽke.
" 75. Nyenwa Jesu Kristo no.

Cl. IV.

First Halfyear.

№ 186. Tõikutũ kome kekẽ.
" 111. O yitšo né yo fadši.
" 135. Wo - Nuntšo Jesu ete nwei le

Second Halfyear.

№ 363. Mẽba ni maye nikomo. *)
" 430. Kleiklei le mĩknwe Nyonimo.
" 166. Mõ ko ní wa, wo - Nyonimo ni.

*) Can be omitted.

Committing to Memory.

B. Hymns.

b) Gã - Schools.

Cl. III.	First Halfyear.	Second Halfyear.
	№ 152. Ba, ō ba, bo wala Mumọ.	№ 315. "Gbẹi ní onyie nọ lẹ"
	„ 12. Meni mikẹ - adšie oyi.	„ 61. O Jesu, te manão
	„ 173. Tšui kẹ tãui ní Nyonimọ tša lẹ.*)	„ 71. Mīšẹ nã mimli aflim'yẹ.
	*) Can be omitted.	
Cl. V.	First Halfyear.	Second Halfyear.
	№ 423. Wọkẹ Jesu Kristo bõi afi hẽ.	№ 5. Dšọmọ Jehova, misusuma lẹ.
	„ 98. Jesu, misuomọ suomọ lẹ.	„ 353. Mwei wọyaä, hẽ, mwei wọyaä
	„ 107. Mãnyonimọ tõbi Kroŋkroŋ.	„ 254. Ešafeloi Jesu ŋõọ.
	„ 122. Jesu, mihefatalọ.	„ 497. O Jerusalem fẹfẹo.
	„ 296. Na, mina šiši noni wa lẹ.	„ 299. Tolõ lẹ, na, ekpẹọ hẹŋŋi
	„ 462. Mi - Jesu kẹkẹ mli lẹ magbo.	„ 68. Hallelu Ja! ši nmenẹ gbĩŋ.
Cl. VI.	First Halfyear.	Second Halfyear.
	№ 424. Wọ - Nuntšọ ŋõ lẹ wọle.	№ 349. Nokome hĩãnọ, Nuntšọ.
	„ 86. Tšõ la ko, bo duri mai.	„ 348. Mumọ, sãmọ ohe ko.
	„ 494. Nãmei damọ Nyonimọ. hĩe	„ 464. Nẽ gbo no le migbele be lẹ.
	„ 155. O Mumọ kroŋkroŋ, ba wọŋõ	„ 109. Nokome kẹkẹ mitaoọ dãnọ.
	„ 365. Te ši, ya o - Nyonimọ ŋõ.	„ 287. Hẽ, noko dši, kẹ Jesu nõ.
	„ 26. Nyonimọ mli hĩ.	„ 14. Mina lileii akpe mihĩe.

Reading.

Cl. I.

1.) The first 2 weeks the children, coming to school anew, have not to learn the name of any letter, but what they have only to do in the Reading lesson is to combine single sounds to syllables & single syllables to words.

a.) The teacher utters f.i. the sounds "s" and "a", and makes the children join them to the word: "sa". In the same way the sound "s" is to be combined with all the vowels: s + o = so; s + i = si; s + e = se; s + u = su.
As the sound „s so also other sounds as: f, m, n, r, b, p, t, d, h may be joined to the vowels to form syllables.
About 50 combinations of this kind are to be made.

b.) The teacher utters 3 different sounds, as f.i. f + a + m & makes the children join them to the word: fam; or f + r + a = fra; or s + o + a = soa; or d + a + ni = dani; a + b + o = abo; or t + i + e = tie; or p + a + e = pae.
About 50 combinations of this kind are to be made.

c.) The teacher utters 2 syllables, each containing 2 or 3 letters, as "sa" + "re" & makes the children join them to the word "sare"; or do + te = dote; or su + ku = suku.
About 40 combinations of this kind are to be made.

d.) To combine 3 syllables to one word, as:
o + ni + pa = onipa; ku + ru + wa = kuruwa.
20 combinations of this kind to be made.

2.) Now the signs for the sounds i. e. the letters are taught on the blackboard & on the sheets. The pupils shall not read in their primers before they have mastered S. 1 – S. 3 on black-board & sheets.

3.) At first the 5 vowels i, u, o, a, e are taught on sheet and blackboard, so long till all children know them thoroughly well & are able to pick them out & name them in any order. The children learn to write them at once.

4.) Now follow the next paragraphs with single consonants combined with the

Reading.

Cl. I.

vowels. All that is learned in print on the sheets, must be written on the blackboard by the teacher & read there too & afterwards copied by the children.

5.) No new paragraph is to be taken before the preceding one is fully mastered on the sheets as well as on blackboard.

6.) When S. 3. is mastered on sheets & blackboard, the pupils may read S. 1–3 in their primers. From that time Reading is practised alternately on the sheets, on blackboard & in the books, in following order:

1.) Reading on the sheets.

2.) The same on the blackboard, written by the teacher.

3.) The same in the books.

4.) The same copied from blackboard on the slates.

This order of Reading is to be obeyed from S. 1 – S. 7.

Tshi-Schools.	Gã-Schools.
First-Halfyear.	First-Halfyear.
Primer, Part I. S. 1–7.	Primer, Part I. S. 1–7.
Part II. S. 1 & 2.	Part II. S. 1 & 2.
Second Halfyear.	Second Halfyear.
Primer, Part I. S. 1–10.	Primer, Part I. S. 1–12 incl. page 12.
Part II. S. 1–27.	Part II. S. 1–20.
Part I. S. 11. 12.	Part I. S. 12, page 13. 14. 15.
Part II. B. p. 29. S. 1–18.	Part II. BS. 1–12, p. 24–28.

Rem. Where there are I^a and I^b, the I^a (older scholars) must by all means have reached page 33 at the end of the year.

Cl. II.

1. Every piece read in the Tshi Primer, p. 29–45, Gã Primer, p. 26–48, and in the Readingbooks is to be explained by the teacher, who by questions investigates whether the children have understood it.

2. Every piece once read by the pupils is to be read again by the teacher slowly

Reading.

Cl. II.

and distinctly to give an example of good reading.

3. Now & then the children may relate a story or reproduce a description of something just read in the Readingbook, in order to learn to express their ideas correctly.

I. Halfyear.

Tshi-Schools: Primer, page 29-45. Gã-Schools: Primer, page 26-48.

II. Halfyear.

Tshi-Schools: Readingbook II, p. 1-35. Gã-Schools: Readingbook II, p. 1-35.

Rem. In the Schools with only 4 classes, & wherever the II. class is not up to the mark, in Reading Arnold's Bible Stories may be read instead of the Readingbook.

Cl. III & IV.

A. Schools with only 4 classes.

First year.

I. Halfyear.

Tshi-Schools: a) Readingbook II, p. 1-35. Gã-Schools: Readingbook II, p. 1-47.
b) New Testament: St. Matthew.

II. Halfyear.

Tshi-Schools: a.) Readingbook II, p. 36-63. Gã-Schools: Readingbook II, p. 47-94.
(Repetition p. 1-63.) (Repetition p. 1-94.)
b) New Testament: St. Mark & St. John.

Second year.

I. Halfyear.

Tshi-Schools: a) Readingbook III, p. 1-46. Gã-Schools: Readingbook III, p. 1-50.
b) New Testament: St. Luke

II. Halfyear.

Tshi-Schools: a) Readingbook III, p. 46-104. Gã-Schools: Readingbook III, p. 51-94.
b) New Testament Acts of the Apostles.

Reading.

Cl. III & IV

B. Schools with 6 classes.

First year.

I. Halfyear.

Tshi-Schools: a) Readingbook II, p. 36–63. (Repetition of p. 1–63.) Gã-Schools: Readingbook II, p. 36–74. (Repetition of p. 1–74.)

b) New Testament: St. Matthew & St. Mark.

II. Halfyear.

Tshi-Schools: a) Readingbook III, p. 1–46. Gã-Schools: Readingbook II, p. 74–94 & " III, p. 1–20.

b) New Testament: St. Luke & St. John.

Second year.

I. Halfyear.

Tshi Schools: a) Readingbook III, p. 46–80. (Repetition p. 1–80.) Gã-Schools: Readingbook III, p. 21–61. (Repetition II p. 74–94 & III p. 1–61.)

b) New Testament: Acts & I. & II. Timothy.

II. Halfyear.

Tshi Schools: a) Readingbook III, p. 81–129. Gã-Schools: Readingbook III, p. 61–94.

b) New Testament: Romans 1–8. 12–15. I. Cor. 13. 15. II. Cor. 4. 5. I. & II. Thess.; St. James; I. & II. Peter; I. II. & III. John; Titus.

Cl. V & VI.

First year.

a) Bible Reading in Tshi or Gã: Selected Passages of the Old Testament:

I. Mos. 1–4. 6–9. 11–15. 17. 18. 19, 1–29. 21–25. 27–33. 37. 39–41. 42–50.

II. Mos. 1–10. 11–14. 15–17. 19. 20. 24. 32–34.

III. Mos. 10. 11. 13. 14. 16. 17. 20–24.

V. Mos. 1–11. 13. 27–34.

(Josua 1–4. 6. 8. 10. 22–24. Judges 4. 5. 6–8. 13–16. Ruth 1–4.)

I. Sam. 1–12. 15. 16–18. 19–24. 26. 27–31.

II. Sam. 1. 2. 4–7. 11. 12. (Ps. 51. 103) 13–15. 17–19. 22. 24.

Reading.

Cl. V & VI.

First year.

a) I. Kings 1. 3–13. 15–19. 21. 22.

II. Kings 1. 2. 4–6. 9–12. 17.

II. Chron. 28–31. Isa. 36–39. II. Chron. 33–36. Jerem. 19–22. 25, 1–11. 26–29. 32. 34. 36–44. 52.

(Isa. 6. 7. 9, 1–7. 11. 12. 25. 26. 40–42, 1–9. 43. 44. 49. 50. 52–55. 60. 61. 65. 66. Jerem. 1. 9. 10. 14. 15. 23. 31. Ezek. 1–3. 18. 33. 34. 36. 37. 47, 1–12.)

b) Tshi-Schools: Readingbook III, p. 1–94.

Gã-Schools: Kappe, Stories from General History, p. 1–125.

Second year.

a) Bible Reading:

1.) The whole New Testament.

2.) Daniel 1–7. 9. 12.

3. Psalm 1. 2. 8. 9. 13–16. 18. 19. 22–24. 27. 29. 32. 33. 40. 42. 43. 46. 51. 62. 65. 71. 73. 84. 85. 86. 87. 90–92. 95. 96. 103. 104. 110. 111. 115. 116. 118. 121. 126. 127. 130. 133. 136. 145. 146–150

b) Tshi Schools: Readingbook III, p. 95–197. Gã-Schools: Kappe, p. 125–245.

Rem. 1. Bible Reading in Tshi or Gã in Cl. V & VI need not much explaining; only where it is absolutely necessary a short explanation may be given.

2. Not all the portions of the Scripture mentioned above must by all means be read, there is given, what in well regulated Schools under good circumstances could be done.

3. The children should learn how the different books of the O. & N. Testament follow each other & be enabled to find every book of the Bible as quick as possible.

Writing.

a. Caligraphy.

Necessary apparatus:

A writingsheet containing the whole written alphabet, small & capital letters, is absolutely necessary for every Elementary School. We recommend 1.) The Holborn Writingsheet, 2.) For better situated schools also the 3 National Writingsheets 3/6 may be of good use.

Cl. I.

1.) The slates of the pupils, if not yet ruled, are to be ruled by the teacher on one side as follows:

2.) The pupils of class I^b are not allowed to copy out of their book; all that they have to write is by the teacher to be written largely on the blackboard.

3.) Attention is to be paid that the pencils are held & the slates placed in the right way; further that the pupils are restrained from bending down over their slates.

4.) The slates should always be clean & the pencils well sharpened.

5.) Each pupil should be in possession of a small piece of cloth or sponge to wipe the slate. They are not allowed to spit on the slates & to wipe them with their own garments.

First Halfyear.

a. Preparatory exercises:

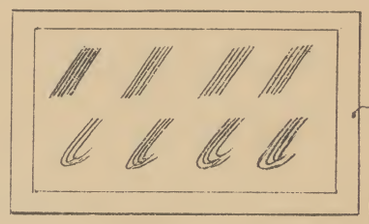
1. The figures above are successively, one after another, to be exercised before any letter is made.
2. The teacher writes what he is going to exercise largely on the blackboard & explains the way on which it is made; he has to show how he went up, how he came down, how he made the rounding, went up again etc.
3. Now each of the pupils has to pass over the figure on the blackboard with a stick, to show that he has seen the way in which it is made.

Writing.

a) Caligraphy.

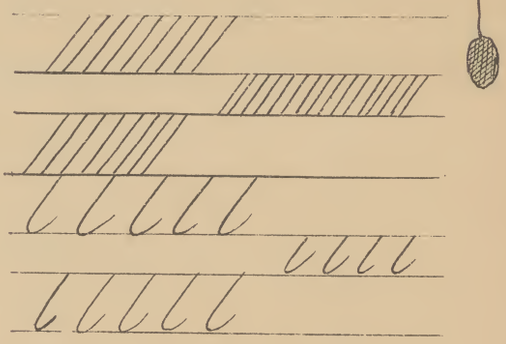
Cl. I

4. Then the teacher writes it largely on the unruled side of the slates & makes each child pass often times gently over it with his pencil, so as not to scratch the slate.



5. Now it is written into the broad space between the 2 upper and the 2 lower lines; and at last between the 2 innermost lines.

6. In the same way as / & l all the other preparatory exercises & the following single letters are to be exercised.

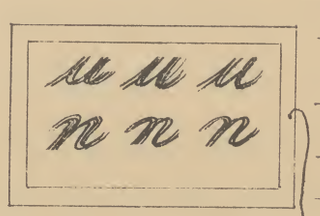


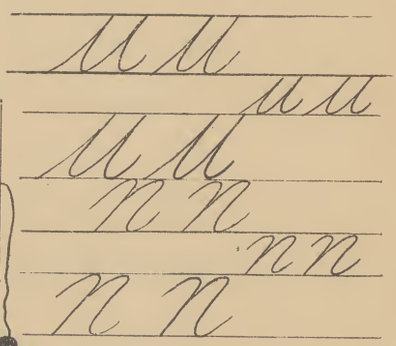
b. First group of letters.

i , u , n , m

c. Second group of letters.

o , a , e , w , s , r



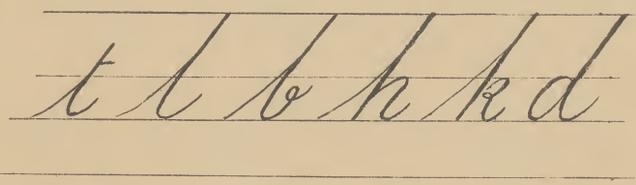


Second Halfyear.

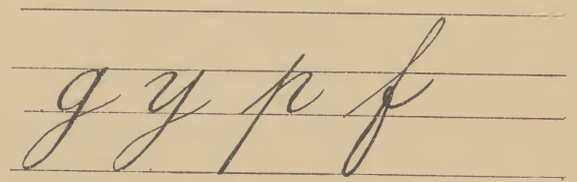
d. Combinations of the letters above in words of 2 letters; as:

ni , no , na , ne , nu , mu , mi , me , ma , mo , in , an , am , no , nu , wa , ro , re , ri , so , su , se , si , as , is.

e. Third group of letters



f. Fourth group of letters



g. Words composed of 3 or 4 of the letters above; as:

to, ten, tin, tea, toe, two, / let, tell, toll, tall, / be, bell, boot, / hen, hem, ham, hat, hot, hut, such, / kin, kiss, / book, back, look, take, / do, did, done, dot, door, bad, had, bed, /

Writing.

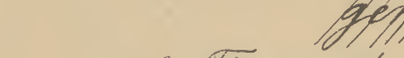
a. Caligraphiy.

Cl. I

go, gone, dig, big, / you, yes, year, lay, day, boy, say, / gin, gem, grow, glass, nug, rag, pen, pan, pea, pie, pig, puss, paw, / hop, sip, fee, for, fair, fine, free, fife, fly.

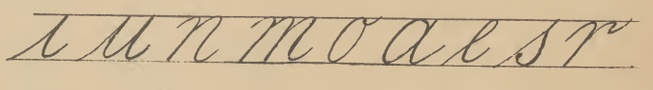
Remarks. 1.) The single letters are to be joined together.

2.) The single letters have all to keep the same direction as:

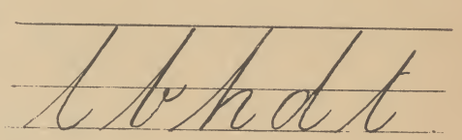


3.) The single parts of the letters, as well as the single letters of a word should always be at the same distance from each other: m fine

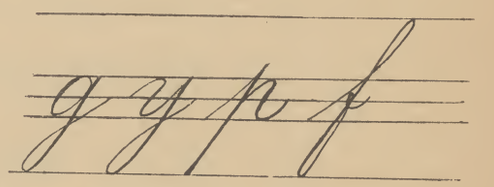
4.) The letters of the I. & II group have to fill up the two innermost lines



5.) Those of group III, with the exception of the letter t, have to reach the upper line.



6.) Those of groupe IV have to reach the lowest line; the letter f the highest & the lowest line.



b. The numbers in the following succession to be exercised in the same way as shown in a, 1–6.

1 4 7 – 0 6 9 – 2 3 5 – 8

i. The scholars of Cl. I^{a} who are to be presented before His Majesty's Schoolinspector as Infants Cl. I have in the second halfyear also to learn to write those letters of the English Alphabet not contained in the Vernacular Alphabet, as: c v j q x z,

so as to be able to write on examination day all the letters of the small alphabet as follows:

a b c d e f g h i j k l m n o p q r s t u
v w x y z.

Writing.

a. Caligraphy.

Cl. II.

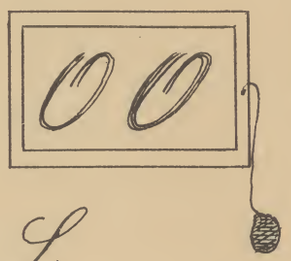
Subst. I.

First Halfyear.

a. Repetition of all the letters of the small alphabet and the cyphers 1-9. The single letters are to be exercised separately again.

b. The Capital Letters, to be exercised just as the small letters were done (a, 1-6) in the following order:

1. O C G



2. V U W Y

3. S I T F P B R L

Second Halfyear.

4. D H K

5. A M N

6. E 2 X J Z

c. Small words beginning with the capital letters, as

Osu, Clara, God, Vienna, Wasa, York, Saul, Ida, Tom, Fred, Peter, Basel, Ruth, Luka, Dan, Ham, Kate, Accra, Mary, Noa, Eva, Queen, Xerxes, Jane, Zoe.

d. Some weeks before the visit of H. M.'s Schoolinspector, the capital letters are to be written in alphabetical order.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X Y Z

Writing.

a. Caligraphy (Copybooks):

Cl. III–VI.

Writing with pen and ink on paper.

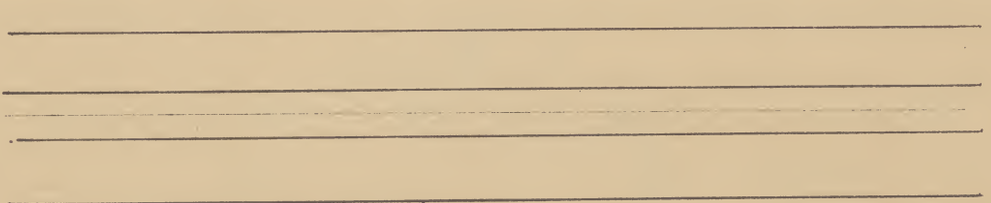
General rules for all classes writing on paper.

1. Every pupil must be in possession of a copybook, of the kind as prescribed for his class from the beginning of the year.
2. Every copybook must have its blottingpaper.
3. After the lesson the teacher has to put his mark & the date under what was written in all the copybooks.
4. The copybooks are to be gathered after every lesson & to be kept with the teacher.
5. The letters and words to be exercised in the lesson are always to be written by the teacher in the copybooks of the pupils in the time he prepares himself for school.
6. At the beginning of the lesson these letters or words are by the teacher to be written largely & nicely on the blackboard, explained & the pecularities of the single letters pointed out.
7. Whilst the scholars are writing, the teacher has to go round & to examine the pupils writing and to correct bad handwriting and incorrect letters at once in the beginning.

Cl. III.
Subst. II.

The copybook to be used for this Cl. III (Substandard II) in all th Elementary Schools is:

The Viaduct Series. Standard I. No. 500 with following ruling:



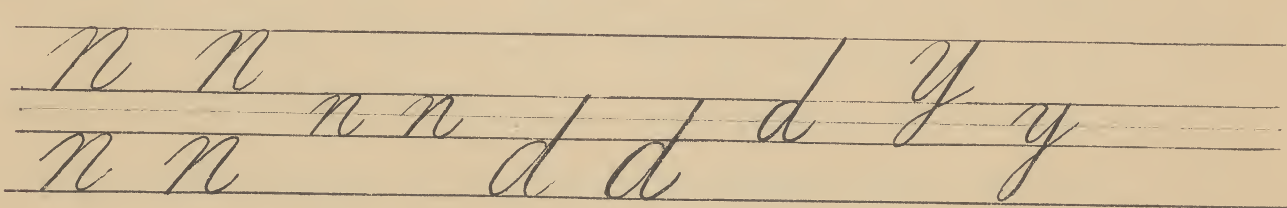
Writing.

a. Caligraphy (Copybooks).

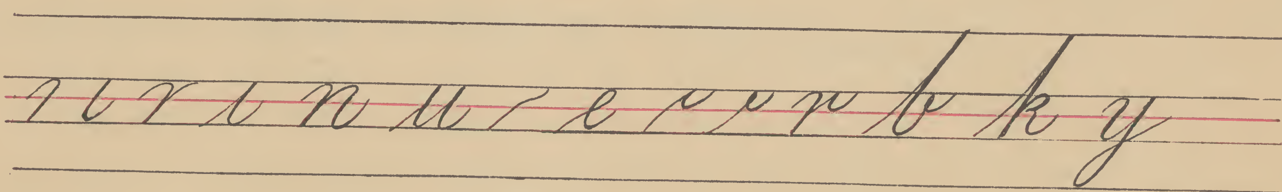
Cl. III.
Subd. II.

I. Halfyear.

1. There is firstly to be shown: the holding of the pen, the placing of the copy-book on the desk, the dipping into the ink, and the cleaning of the pen.
2. Then follow the small letters, preceded by the same preparatory exercises & in the same order as in Cl. I a – f; i. e:
   - a) Preparatory exercises : /// ııı ııı ııı n n
   - b) I. group : i u n m w ŭ v
   - c) II. group : o a e c r s x z
   - d) III. group : t l b h k d
   - e) IV. group : j g y q p f
3. Each single letter is at first to be explained on the blackboard, then to be written in the broad spaces of the ruling and at last in its proper space.



4. The thin line between the 2 middle lines (here marked red) is to show where the links & hooks begin and end, where the links & hooks part with the straight lines, how far the crotchet comes down etc.



II. Halfyear.

5. Repetition of all the small letters in the same order as they were taught in I. Halfyear; only now as soon as a letter is mastered it is to be exercised in combinations & small words as examples are given in Cl. I d. & g.

Writing.

a. Caligraphy (Copybooks).

Cl. IV. Stand. I.	Cl. IV. has to use the same copybooks as the Cl. III i. e: The Viaduct Series: Standard I <u>№ 500.</u> <u>I. Halfyear.</u> The <u>capital letters</u> in the same order as taught on slates in Cl. II b, 1–6. <u>II. Halfyear.</u> Repetition of all the <u>capital</u> letters and small words beginning with them, as examples are given in Cl. II, c.
Cl. V Stand. II.	The copybook to be used by this Cl. V (Stand. II) in all the Elementary Schools is: The Viaduct Series: Stand. II. <u>№ 501</u> with following ruling.
Cl. VI Stand. III.	The copybook to be used by Cl. VI (Stand. III) in all the Elementary Schools is: The Viaduct Series: Stand. III <u>№ 502</u> with following ruling Should the above ruling prove too narrow for a scholar, then the copybook of Stand. II № 501 may as well be used.
Cl. V & VI. Stand II & III.	1. Cl. V & VI (Stand. II & III.) write mostly words & small sentences, but as soon as a letter is written badly & incorrectly it is to be pointed out to all pupils by the teacher on the blackboard & to be exercised again. 2. Every year all the small & capital letters are to be exercised shortly again; as well as the cyphers from 0–9.

Writing.

a Caligraphy (Copybook).

Cl. I & VI
Stand. II & III

3. A very good exercise, which is to be practised in the classes I & VII now & then is the writing of single letters & words, whilst the teacher (& after him single children or the whole class) is beating the time; f. i. for the letter n one counts:

up, 1, 2 = up n²; i = up i²; m = up m¹²³; s = un s¹; p = up p¹

k = up k² , w = up w¹²³; t = up t¹

sound = up sound

A = round c up, 1, 2, 3 round up A³, D = D

G = round G, B = B, K = up K, M = round up M²

Aron = round up Aron.

b. Orthography. (Spelling).

a. Class I & II have no Orthography lesson.

b. Class I writes what is written by the teacher on the blackboard only.

c. Class II may copy in the time of selfoccupation out of Primer & Readingbook sentences & whole pieces, which they have read & well understood.

Cl. III & IV.

a. Selfoccupation.

1. Copying of pieces already read in the Readingbook.
2. Writing of what was learned by heart (Passages, Hymns etc.) without looking into the book.

Rem. These tasks are to be corrected by the teacher; or in case time is wanting, by the scholars themselves according to the book. It will be advisable to make the pupils exchange their slates & to let each correct his neighbour's task.

b. Orthography-lesson.

3. Dictation of pieces out of Readingbook II & III, the difficult words being spelled or written on the blackboard before.

Writing.

b. Orthography (Spelling).

Cl. I & II	**a. Selfoccupation.** Writing of what was learned by heart. **b. Orthography-lessons.** Dictation of more difficult pieces taken from the Readingbooks. Rem. No task done is to be left uncorrected by the teacher.
	c. Composition in Vernacular.
Cl. IV	**Composition on Slates.** Cl. IV may now & then write on their slates a small tale of about 6 lines, which had been related by the teacher 3 times.
Cl. I & II.	**Composition on Paper.** 1. Every pupil of Cl. I & II has to keep a Composition Exercisebook with blottingpaper. 2. Every week a small composition not exceeding 9 lines is to be made and to be corrected with red ink. 3. Any task in composition is to be well explained by the teacher who gives an example orally of what the pupils have to put down in writing. 4. At the beginning of the lesson the most significant faults which occurred in the corrected compositions are to be mentioned & corrected. 5. Materials for composition are a) Small Tales & Narrations, as to be found in the Readingbooks, & in any English book of Tales for Composition. Recommended are: Heywood's Tales for Composition. These tales translated freely into the Vernacular will supply ample materials for composition. b) Description of beasts, common & foreign, their structure, habits, mode of life etc. c) Description of different plants & trees, (as f. i. plaintain, corn, orangetree, oil palm etc.). d) Short sketches of lives of famous men taken especially from Sacred History.

Arithmetic.

Cl. I. Infants.

a. Arithmetic in Cl. I cannot be taught without objects, a ballframe (abacus) with 100 balls (or more) is absolutely necessary. Beside this ballframe should be ready for use in the schoolroom a little box containing 20 little stones, 20 palm kernels, 20 little sticks, the same number of corries, buttons, nails etc.

b. For counting are further to be used the fingers, pencils, slates, books, again: lines, rings & dots made on the blackboard.

c. What is said about the slates, pencils etc. on page 15 № 3–5 is to be observed here too.

First Halfyear.

Oral: 1. The numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 are to be explained by the same number of balls, stones, sticks, kernels, pencils, fingers, books, slates, lines, rings etc.

2. The ciphers (signs for the numbers) from 1–10 to be shown and learned. This table will be useful as means of object lesson, so as to make the children better understand the meaning of the ciphers.

•	1	• • •	6
• •	2	• • •	7
• • •	3	• • • •	8
• •	4	• • •	9
• • •	5	• • • •	10

3. Addition & Subtraction of 1, 2, 3, 4, 5 within the order of numbers from 1–10.

4. Beside the objects mentioned above the teacher should make the children count with other objects, well known to them from their daily life, as f. i.

Addition: 3 sheep were grazing somewhere; 2 more came; how many sheep were now there?

A boy had 6 pencils, he bought 4 more; how many has he now?

Subtraction: I had 7 eggs; 2 of them broke, how many were left?

There were 6 crows sitting on a tree; 4 flew away; how many are still there?

Arithmetic.

Cl. I.
Infants

On Slates: 1. Exercises with lines, rings etc, as f. i.

I + I = II ; II + III = IIIII ; IIII + IIII = IIIIIIII

OOO + O = OOOO ; OOOO + OO = OOOOOO

IIII = 4; OOOOOOO = 7.

2. Writing of the ciphers : 1, 4, 7; – 0, 6, 9, – 2, 3, 5, 8.

3. The pupils should be taught to make large figures, in a round, boldstyle from the beginning.

1	2	3	4	5	6	7	8	9	0	1

Second Halfyear.

Oral: 1. Repetition of Addition & Subtraction of the numbers 1, 2, 3, 4, 5 to & from the numbers 1–10.

2. Explanation of the numbers from 10–20.

3. Addition & Subtraction of the numbers 1, 2, 3, 4, 5 within the order of numbers from 1–20.

On Slates: Writing of the ciphers from 1–20.

Remark 1. Only when the pupils have thoroughly mastered the task above, one may proceed on to the addition & subtraction of 6, 7, 8, 9 within the order of numbers from 1–20.

Remark 2. The small Countingtable has proved eminently useful; affording ample exercises in addition and subtraction of the numbers 1–9 to & from the numbers 1–20. The use of it is therefore strongly recommended.

The small Countingtable.

2	7	3	9	0	1	5	4	6
9	2	1	5	7	3	8	6	0
5	9	4	0	6	3	2	8	1
3	1	6	2	9	8	7	5	4
8	4	0	3	6	9	1	7	2
6	0	5	8	2	7	4	1	9
3	4	1	7	5	0	2	9	8
7	5	9	6	1	4	0	8	3
0	2	8	4	6	5	7	3	1

Remark 3. The children have to learn the english names of the numbers from 1–20. They should at the end of the year be able to answer easy english questions in addition & subtraction within the order of numbers from 1–10, as f. i 2 and 3 are 5. 4 from 6 are 2. etc.

Arithmetic.

Cl. II.
Subst. I.

A. Requirements of the Government Rules:

Notation & Numeration to 30. Simple mental calculations to that number.

B. General Rules.

a) What has been done orally may be exercised on slates too.

b) The use of a ball frame (abacus with 100 balls) is also for this class indispensable.

c) The Small as well as the Enlarged Countingtable is strongly recommended for this class.

The enlarged Countingtable.

15	54	25	66	81	46	93	78	37.
67	13	42	73	38	22	94	57	89
23	76	19	53	44	85	21	33	65
56	95	32	88	24	79	45	63	16
99	49	64	12	59	35	72	91	87
39	62	83	26	71	58	18	41	97
43	28	96	34	17	86	69	77	55
88	36	74	92	61	14	51	29	48
75	82	52	47	98	68	31	11	27

First-Halfyear.

Oral: 1. The numbers from 1-100.

a) Counting from 1-100, forward & backward.

b) Reading of the numbers from 1-100 (Numeration)

2. Addition of 1 to all numbers from 1-100.

3. Subtraction of 1 from all numbers from 1-100.

4. Addition & Subtraction of the numbers 2, 3, 4, 5 to & from all numbers from 1-100.

5. Let the children add the numbers 2, 3, 4, 5 to all the numbers of the enlarged Countingtable, to see whether they have mastered the addition of 2, 3, 4, 5 till 100.

6. Subtraction of 2, 3, 4, 5 from all numbers of the enlarged Countingtable as a test to their Knowledge of the subtraction of 2, 3, 4, 5 till 100.

On Slates: Writing of the ciphers 1-100 in a bold large style as an exercise in writing.

Examples from daily life:

Addition: A boy has 29 mangos; he gets 4 in addition; how many has he now?

In a school are 58 children, 4 newcomers are added to them; how many children are now in that school?

For 72 stones carried, a boy gets 3^{d}; he has caried 69 already; how many are still wanting to earn the 3^{d}?

Subtraction: Of 61 sheep a man possesses, 3 are lost; how many has he still?

Of 72 fowels which a woman has, she sells 4; how many are left?

Of 53 children on Register, 5 did not come; how many were present?

Arithmetic.

Cl. II.
Subst. I

Second Halfyear.

Oral : 1. Addition & Subtraction of the numbers 6, 7, 8, 9 & 10 from 1-100.

2. The numbers 6, 7, 8, 9, 10 added to the numbers of the enlarged Countingtable will prove whether the children have mastered the addition of 6, 7, 8, 9, 10 up to 100.

3. The numbers 6, 7, 8, 9, 10 subtracted from the numbers of the enlarged Countingtable will serve as a test to the subtraction of 6, 7, 8, 9, 10 from 1-100.

On Slates. 1. Writing of the ciphers from 1-100.

2. Writing of these ciphers from dictation as an exercise in notation.

Examples from daily life:

There are 49 cocoa-trees in a plantation; 7 more were planted; how many cocoa-trees are now there?

A cocoanuttree has 9 nuts, another 6, a third one 8; how many cocoanuts are on all these trees together?

On a cocoatree were 52 fruits, 6 fell off; how many are left?

Of 90 inhabitants of a small village, 9 died; how many persons are now in that village?

Remark. What was done in the 1. Halfyear is to be repeated during the 2. Halfyear.

Cl. III.
Subst. II.

A. Requirements of the Government Rules.

Notation & Numeration up to 50. Simple mental calculations to that number & easy sums on slate or blackboard.

Remark. Special attention is to be paid to the neat arrangement of the tasks & to bold large figures.

B. General Rule.

The oral exercises are not to be finished before the written tasks are begun, but both are to be done alternately.

Arithmetic.

Cl. III

Subst. II.

First-Halfyear.

1. Counting from 100–500.
2. Explanation of Units, Tens & Hundreds.
3. Notation & Numeration from 100–500.

f. i. a) 247 = 200 + 40 + 7 = 2 Hundreds 4 Tens 7 Units.

b) 3 Hundreds 5 Tens 8 Units = 300 + 50 + 8 = 358.

A. Addition.

Oral: 1. Repetition of Addition of the numbers 1–10, within the order of numbers from 1–100.

2. Tens to Tens; i. e. Addition of 10, 20, 30, 40, 50, 60, 70, 80, 90 to the same numbers.

3. The numbers of the Small Countingtable considered as Tens & added to each other will afford plenty exercises in the addition of Tens to Tens.

Tasks from daily life.

In a class are 30 scholars, in another 20; how many together?

A man has 70 palmtrees, his brother 50; how many palmtrees together?

On Slates: 1. Units to Units f. i.

2. Tens to Tens

3. Numbers of 2 figures to numbers of 2 figures

1.)	2.)	3.)
8	50	36
9	70	48
7	30	53
3	20	29
6		18

4. Tasks from daily life:

Of a certain school the I. Cl. contains 19 children, the II. Cl. 33; the III. Cl. 28; the IV. Cl. 19; how many children are in this school?

In a congregation are 49 men, 35 women, 75 boys & 63 girls; how many souls all together?

B. Subtraction.

Oral: 1. Repetition of Subtraction of the numbers 1–10 from 1–100.

2. Tens from Tens; i. e. the numbers: 10, 20, 30, 40, 50, 60, 70, 80, 90 from the same numbers.

3. The numbers of the Small Countingtable considered as Tens & the smaller number subtracted from the neaest larger one, will serve as a test to the knowledge of the subtraction of Tens from Tens.

Arithmetic.

Cl. III.
Subst. II.

4. Tasks from daily life:

In the I. Cl. of a school are 50 scholars, in the II. Cl. only 30, how many more in the I. Cl. than in the II. Cl.?

90 Soldiers went to war; 40 of them fell; how many returned?

On Slates: 1.) Numbers of 2 figures from " " 2 "

1) 36 − 25 | 83 − 47 | 91 − 24

2.) Numbers of 2 figures from " " 3 "

2) 127 − 83 | 266 − 45 | 348 − 37

3. Tasks from daily life:

The way from Accra to Akropong is about 39 miles; from Accra to Aburi 25; how long is the way from Aburi to Akropong?

Somebody possesses 321 Odum boards; he sells 45; how many has he left?

Second Halfyear.

C.) Multiplication.

Oral: 1. The Small Multiplication Table from 1–10. { Tshi Readingbook II p. 64. / Gã Primer p. 37.

2. The Small Countingtable is to be used for exercising the small Multiplication-table, multiplying the numbers 2, 3, 4, 5, 6, 7, 8, 9, 10 by all the numbers of the small Countingtable.

3. Tasks from daily life:

A person has 2 eyes; how many eyes have 9 persons? 7 persons?

A penny has 4 farthings; how many farthings are in 6 pence?

A Spider has 6 feet; 8 spiders have how many?

One week has 7 days; how many days are in 5 weeks? 8 weeks?

Each of us has 10 fingers; how many have 7 of us? 6?

Six boys got mangos, 8 each how many did all six get?

On Slates: 1. Numbers of 2 figures by units

f. i. $\frac{84 \times 6}{}$ $\frac{43 \times 8}{}$ $\frac{95 \times 7}{}$ $\frac{58 \times 9}{}$

2. Tasks from daily life: A day has 24 hours; how many hours have 7 days?
A year has 52 weeks; how many weeks have 9 years? 6? 8? 7?

Arithmetic.

Cl. III.
Subst. II.

D. Division.

Oral: 1. The Small Divisiontable from 1–10.

i.e.	2 ÷ 2 = 1	3 ÷ 3 = 1	in the same way	10 ÷ 10 = 1
	4 ÷ 2 = 2	6 ÷ 3 = 2	division by 4, 5, 6,	20 ÷ 10 = 2
	6 ÷ 2 = 3	9 ÷ 3 = 3	7, 8, 9 till	30 ÷ 10 = 3
	till	till		till
	20 ÷ 2 = 10	30 ÷ 3 = 10		100 ÷ 10 = 10.

2. Tasks from daily life:

45 oranges were divided equally among 5 boys; how many did each receive?

42 needls were divided equally among 6 girls; how many each?

72 pencils " " " " 9 boys; " " " ?

On Slates: Numbers of 2 figures by units.

A man has 96 beams equally divided on 4 different places; how many at each place?

84 shillings are equally shared among 7 friends; how many did each receive?

73 oranges were equally divided among 5 children & the rest Kept; how many did each receive & how many were kept?

Cl. IV.
Stand. I.

Requirements of the Government Rules.

Notation & Numeration to 100. Simple Addition & Subtraction of numbers up to 100.

First Halfyear.

A. Notation & Numeration.

1. Explanation of Hundreds, Thousands, Tens of Thousands.
2. Numeration f. i. Reading of the numbers between 100 & 10,000 written by the teacher on the blackboard.
3. Notation: a) Writing of numbers between 100 & 10,000 dictated by the teacher.
   b) Numbers written on the blackboard in words to be written by the pupils in ciphers;
   as: four thousand threehundred and seventy five = 4375.

Arithmetic.

Cl. III

Stand. I.

B. Addition.

Oral: 1. Addition of Tens to numbers of 2 figures:

f. i. 30 + 15 = ? 39 + 40 = ?
40 + 28 = ? 22 + 70 = ?

2. The tens added to the numbers of the enlarged Countingtable will afford ample exercises herein.

3. Tasks from daily life:

a. A hausa man drives 30 sheep to Accra, another 27; how many both together.

b. On a certain day 60 loads of cocoa were carried from Mampong to Accra, on the next day 32; how many on these 2 days?

c. In a town were 74 houses, 20 more were built during one year; how many houses are now there?

On Slates: 1. Addition of numbers up to 5 figures to each other;

as

327	4,237	13,452
436	5,678	5,871
517	2,794	26,304
289	1,906	10,086

2. Tasks from common life:

On a coffa plantation were 287 trees, on another 439, on a third one 366; how many on all three plantations together?

The inhabitants of Akropong amount to 5346, those of Aburi to 6,750, Late 8309; how many inhabitants have these 3 towns?

Accra has 19536 inhabitants, Cape Coast 12,834, Saltpond 6,804; all these 3 towns together?

C. Subtraction.

Oral: 1. Tens from numbers of 2 figures, and numbers of 2 figures from tens;

as: 93 − 40 = ? 80 − 32 = ?
87 − 50 = ? 70 − 46 = ?

2. Numbers of 2 figures from numbers of 2 figures; f. i. subtract always one number of the enlarged Countingtable from the other, as: 63 − 18 = ? 76 − 17 = ?
76 − 18 = ? 82 − 16 = ?

Arithmetic.

Cl. IV.
Stand. I.

3. Tasks from daily life:

Of 93 sheep I sell 30; how many have I left?

We planted 86 cocoa trees, of which 20 died; how many are left?

Of the month April 18 days are already passed; how many days are left?

On Slates: 1. Subtraction of numbers of 3–5 figures from the same kind of numbers;

as:

216	784	2,340	45,386
− 193	− 496	− 1,987	− 12,948

2. Tasks from daily life:

In a book are 1384 pages, in another only 976; how many more has the first book?

How many inhabitants has Accra more than Cape Coast? (see B.)

In a Middle School were 105 scholars; at the end of the year 26 left, and 37 entered the school; how many are now in the school?

In a congregation of 1,345 members, 97 left the place & 102 came to live there; how many are now in the congregation?

Second Halfyear.

D. Multiplication.

Oral: 1. Repetition of the small Multiplicationtable.

2. Multiplication of the Tens 20, 30, 40, 50, 60, 70, 80, 90 by the numbers 1–10.

3. Tasks from daily life:

One pound has 20 shillings; how many shillings have £ 7? 9, 2? 4?

One hour has 60 minutes; " " minutes " 8 hours? 9? 5?

A company of soldiers consist of 70 men; how many men in 6 companies?

The months April, June, September, November have each 30 days; how many days these 4 months together?

On Slates: 1. Numbers of 3 figures up to numbers of 5 figures to be multiplied by units

986	3,476	5,083	65,780
× 8	× 9	× 7	× 5

Arithmetic.

Cl. IV.
Stand. I.

2. Tasks from daily life:

A year has 365 days; how many days have 8 years? 7? 6?

One mile has 1760 yards; how many yards have 7 miles? 9?

One yard has 3 feet; how many feet has 1 mile? 6 miles?

A regiment has 3105 soldiers; how many soldiers in 6 regiments?

C. Division.

Oral: 1. Repetition of the small Divisiontable.

2. Division of Tens by Tens.

f.i.	20 : 20 = 1	30 : 30 = 1	in the same way	90 : 90 = 1
	40 : 20 = 2	60 : 30 = 2	division by 40,50,60	180 : 90 = 2
	60 : 20 = 3	90 : 30 = 3	70,80, till	270 : 90 = 3
	till	till		till
	200 : 20 = 10	300 : 30 = 10		900 : 90 = 10.

3. Tasks from daily life:

20 shillings = £ 1; how many £ are in 100 shillings? in 140? in 180?

60 minutes = 1 hour; how many hours are 180 minutes? 240? 360?

150 oranges are divided equally among 50 boys; how many did each receive?

120 needles " " " " 30 girls; " " " " " ?

On Slates. 1. Numbers of 3 figures up to numbers of 5 figures to be divided by units.

476 ÷ 7 = ? 3428 ÷ 9 = ? 98465 ÷ 8 = ?

Division by units having been duly explained & practised in the long way, the teacher should also teach Short Division:

a.) Divide 63,784 by 4

4) 63,784
15,946

b.) Divide 37,232 by 6

6) 37,232
6,205 remainder 2

2. Tasks from daily life

3 feet = 1 yard; how many yards are 47,829 feet? 60,048?

A cocoaplantation with 2,056 trees is to be divided equally among 4 brethren; how many trees will each receive?

5 persons share £ 78,945 among each other; the single share?

Arithmetic.

Cl. V.
Stand II.

Requirements of the Government Rules.

Notation and Numeration up to 10,000. Addition & Subtraction of numbers up to 10,000.

First Halfyear.

A. Notation & Numeration.

1. Explanation of Hundreds of Thousands – Hundreds of Millions.
2. Numeration i. e. Reading of numbers between 10,000 & 100,000,000, written by the teacher on the blackboard.
3. Notation a) Writing of numbers between 10,000 & 100,000,000, dictated by the teacher.
   b) Unlimited numbers written on the blackboard in words to be written by the pupils in ciphers; as:
   One million threehundred and sixty four thousand eighthundred and nine = 1,364,809.

B. Addition.

Oral: 1. Addition of numbers of 2 figures to numbers of 2 figures. 26 + 19 = ? 32 + 17 = ? 24 + 32 = ? 36 + 25 = ?

2. This task may be done with the help of the enlarged Countingtable, adding the numbers thereon to each other.

3. Tasks from daily life:

In a class are 19 scholars, in another 25; how many in both classes?
In a school are 54 " , " " 36; " " " " schools?
A man carries a load of 55 pounds, another 45; how heavy are both loads together?
I have £ 46, my brother £ 52; how much have we together?

On Slates: 1. Addition of unlimited numbers to unlimited numbers.

2. Tasks from daily life:

Four houses were built; for the first 3,476 bricks were necessary, for the second 9,516; for the third 16,438; for the last 24 300; how many bricks altogether?
A man has £ 25 436, another £ 96,248, a third one £ 142,375; how much money have all three together?

Arithmetic.

Cl. V.
Stand II

C. Subtraction.

Oral: 1. Subtraction of numbers of 2 figures, from numbers of 2 figures.

54 – 17 = ? 63 – 19 = ? 45 – 27 = ?

2. Tasks from daily life.

A book has 64 pages; I have read 45 pages of it; how many are left?

An exercisebook has 24 pages; I have filled 16 pages; how many are left?

Of the month January are 19 days passed; how many days are left?

A boxe contains 100 matches, I burnt 35; how many are left?

On Slates. 1. Subtraction of unlimited numbers from unlimited numbers.

2. Tasks from daily life.

The population of the Accra District amounts to 97845, that of Akem & Akuapem to 135600; how many more live in the latter?

The duty paid at Accra in one year was £ 187904, another year £ 193427; how much more the first year?

D. Multiplication.

Oral 1. The enlarged Multiplicationtable; i.e. the numbers 11, 12, 13, 14, 15, 16, 17, 18, 19 multiplied by 1 – 10. { Tshi Readingbook III p. 131 / Gã Primer p. 38.

2. The numbers 11 – 19 multiplied by the numbers of the small Countingtable will prove whether the pupils have mastered the task above.

3. Tasks from daily life:

One shilling has 12 pence; how many pence are 9/-? 7/-? 8/-?

One foot has 12 inches; how many inches are in 6 feet? 8? 7?

A man travels 18 miles every day; how many miles in 5 days?

In a desk are 15 boys sitting; how many in 8 desks?

On Slates: 1. Unlimited numbers by units, as: 3,478,962 × 9 = ?

2. Unlimited numbers by numbers of 2 figures:

7984	945631	7839028
× 26	× 59	× 97

Arithmetic.

Cl. V

Stand. II.

3. Tasks from daily life:

A bose steelpens contains 144 pens; how many 18 bosees ? 25 ?

One mile = 1760 yards; how many yards in 23 miles ? 47 ? 53 ?

A railway makes 1050 miles in a week; how many in a year ?

Second Halfyear.

E. Continuation of Multiplication.

Oral: Repetition of the enlarged Multiplicationtable.

On Slates: Multiplication of unlimited numbers by numbers of 3 figures up to 6 figures; as:

34,789	374,569	4,789,306
× 267	× 3,608	× 243,987

Tasks from daily life:

The population of the Gold Coast may be 943,758; the whole continent of Africa has about 209 times more inhabitants; how large is the population of Africa?

What sum is 3060 times greater than 417,809 ?

F. Division.

Oral: 1. The enlarged Divisiontable:

i. e. 11 : 11 = 1	12 : 12 = 1	in the same way is	19 : 19 = 1
22 : 11 = 2	24 : 12 = 2	to be done division	38 : 19 = 2
33 : 11 = 3	36 : 12 = 3	by 13, 14, 15, 16	57 : 19 = 3
" till	till	17, 18 till	till
110 : 11 = 10	120 : 12 = 10		190 : 19 = 10

2. Tasks from daily life:

How many shillings are 72 pence ? 96 ? 108 ? 100 ?

A steamship sails 135 miles in 1 day; how many in 1 hour ?

162 boys are seated in 18 desks; how many in 1 desk ?

On Slates: 1. Unlimited numbers to be divided by units:

347,809 ÷ 7 = ? 5,978,003 ÷ 8 = ?

2. Unlimited numbers by numbers of 2 & 3 figures chiefly, but also by numbers of 4 figures.

538,740 ÷ 76 = ? 86,017,543 ÷ 365 ? 1,190,820 ÷ 1234 = ?

Arithmetic.

Cl. V.

Stand. II.

3. Tasks from daily life:

How often is 938 contained in 7,307,020 ?

1760 yard = 1 mile ; how many miles are 51,040 yards ?

70,445 days are how many years ?

A cart can carry 485 bricks, how many cartloads are necessary to carry away 117855 bricks?

G. Patterns

of the mode of writing and neat arrangement of tasks.

1. Unlimited Addition

	1	2	3	4	5	6	7	8	9
	9	8	7	6	5	4	3	2	1
	8	0	9	0	7	0	6	0	5
	4	3	2	1	0	4	8	8	8
2	3	5	2	2	8	6	6	0	3

2. Unlimited Subtraction.

9	8	7	6	5	4	3	2	1	0
	1	2	3	4	5	6	7	8	9
9	7	5	3	0	8	6	4	2	1

3. Unlimited number multiplied by units.

	2	3	1	4	5	7	6	9	8
									6
1	3	8	8	7	4	6	1	8	8

4. Multiplication by numbers of 2 figures.

		3	9	4	2	7	x	9	1
					9	1			
		3	9	4	2	7			
3	5	4	8	4	3				
3	5	8	7	8	5	7			

Cl. VI.

Stand. III.

Requirements of the Government Rules.

To know the 4 simple rules & long division by not more the 2 figures:

First Halfyear.

A. Repetition of the 4 rules.

A fortnightly repetition of Addition & Subtraction of unlimited numbers; and Multiplication & Division by unlimited numbers; working at least 6 tasks in each of these 4 simple rules.

Arithmetic.

Cl. VI.
Stand. III.

B. Reduction of Money.

Oral : 1. Table of Coins; the different coins to be shown & explained.

2. Easy mental exercises in

a.) reducing farthings to pence, & pence to shillings & shillings to pence; as:

48 farthings are how many pence ? 96 farthings ? 72 ? 60 ? 50 ? 100 ?

36 pence are how many shillings ? 60 pence ? 72 ? 84 ? 108 ?

20 " " " " " & pence ? 30 pence ? 50 ? 39 ? 100 ?

60 shillings are how many Pounds ? 100 shillings ? 90/- ? 140/- ? 240/- ?

b.) Reducing of Pounds to shillings, & shillings to pence & pence to farthings; as

How many farthings are in $1\frac{1}{2}$ pence ? in 2 d ? 3 d ? 6 d ? 9 d ? 12 d ?

" " pence are in 5 shillings ? in 10/- ? in 20/- ? 9/- ?

" " threepence are in 1/- ? in 2/- ? in 2/6 ?

" " pence are in 2/6 ? in £ 1 ?

" " sixpence are in 1/6 ? in 2/- ? in 3/6 ?

" " shillings are in £ 3 ? £ 7 ? £ 12 ? £ 1.10/- ? £ 2.5.0 ?

On Slates: 1. To reduce a sum of money to a lower denomination;

f. i. Reduce to pence : £ 15. 1 s 7 d., £ 152. 16 s. 9 d. etc.

2. To reduce a sum of money to a higher denomination.

f. i. Reduce 21,099 farthings to pounds, shillings & pence.

" 413,609 pence " " " " "

C. Compound Addition.

Oral: Easy exercises in adding small sums to each other.

As: A boy bought a slate for 6 c, a primer for 3 d, & 1 penny worth pencils; how much money did he spend ?

I had 1/6 & earned 9 d; how much have I now ?

A boy has 2/-; another 1/6; a third one 3/-; how much altogether ?

A man bought a hat for 2/6; a pair of trousers for 5/- & a book for 1/3; how much money did he spend ?

Arithmetic

Cl. VI.
Stand. III.

On Slates: Compound Addition of Money.

Beside the tasks in Addition of money, to be found in every good Arithmetic book; the teacher may choose some from daily life, as:
A man earns in January £ 15. 17 s, in February £ 12. 16 s. 10 d, in March £ 9. 19 s. 4 d, in April £ 7. 16 s. 4 d; how much did he earn in 4 months?

D. Compound Subtraction.

Oral: Easy exercises in subtracting small sums from each other; as:
A boy had 2/6; he looses 1/6 of it; how much had he left?
I earned 1/6 a day; and bought for 9 d food; how much had I left?
Kwame has 4/6; Kwasi has 2/3; how much has Kwame more than Kwasi?

On Slates: Compound Subtraction of Money.

Beside the tasks in Subtraction of larger sums of money from each other, as to be found in any Arithmeticbook, tasks from daily life are to be given; as:
A bicycle was bought for £ 12. 15 s. 6 d, & sold again for £ 8. 14 s. 9 d; how much money was lost?

Second Halfyear.

A. Repetition of the 4 rules.

A fortnightly Repetition of Addition & Subtraction of unlimited numbers, as well as Multiplication & Division by unlimited numbers, working at least 6 tasks in each of these 4 rules.

B. Multiplicationtable.

Oral: Repetition of the enlarged Multiplicationtable, i. e. Multiplication of the numbers 11 – 19 by the numbers 1 – 10.

Arithmetic.

Cl. VI.
Stand. III.

C. Compound Multiplication.

Oral: Easy exercises in Multiplication of small sums by units.

As: An orange costs 1d, how much cost 15 oranges? 19? 26? 32?

A slate costs 4½d, how much 2 slates? 3? 4?

6 eggs cost 3d, how much 24 eggs? 36? 48?

A Reader cost 9d, what is the price of 6 Readers?

1 pound of meat costs 10d, how much 3 pounds? 5?

My brother has 1/3; I have 4 times more; how much have I?

By selling fishes a woman earned 2/6, here neighbour earned 3 times more; how much?

On Slates: Compound Multiplication of Money.

Beside the tasks of multiplication of larger sums of money as to be found in every Arithmeticbook tasks from daily life are to be given, as:

1 barrel of palmoil was sold for £ 20 12 s. 6d, how much cost 15 barrels?

D. Division-Table.

Oral: Repetition of the enlarged Divisiontable, i. e. Division by the numbers 11, 12. 13 – 19. (see Cl. V, F. Division.)

E. Compound Division.

Oral: Easy exercises in Division of Small sums by units; as:

For 1d I get 1 pine apple; how many for 1/6? 3/4? 6/-?

For 3d I get 5 eggs, how many for 1/3? 1/9? 2/-? 2/6?

2/6 were equally divided among 5 boys; how much did each receive?

6/- " " " " 8 "; " " " " "?

How many oranges, at 6d a dozen, can I get for 10/-?

On Slates: Compound Division of Money.

Beside the tasks in division of larger sums of money as to be found in the Arithmeticbooks tasks from daily life are to be given, as:

If £ 63. 10 s. 6d be divided equally among 14 persons, how much will each receive?

A man earns £ 5075. 11 s. 6d in 168 days; what is his average gain per day?

Arithmetic.

Cl. VI.

Stand III

F. Patterns.

of the mode of writing & neat arrangement of tasks.

Reduce 145 £ to farthings.

				1	4	5					
						2	0				
			2	9	0	0	shillings				
						1	2				
			5	8	0	0					
		2	9	0	0	0					
		3	4	8	0	0	pence				
							4				
	1	3	9	2	0	0	farthings				

Reduce 74191 farthings to £

			4	7	4	1	9				
1	2	1	8	5	4		pence and		3/4	d	
	2	0	1	5	4		shillings „		6	d	
					7		pounds „	1	4	s	
					£		s		d		
Answer					7	„	14	„	6	3/4	

	£			s			d	
8	8	8	„	1	8	„	1	3/4
	7	7	„	1	9	„	9	1/2
8	1	0	„	1	9	„	2	1/4

	£			s			d	
	1	4	„	1	6	„	8	1/4
1	1	9	„		4	„	1	1	
	2	4	„	1	9	„	7	
	5	7	„		8	„	0	
	3	6	„	1	2	„	8	1/2
2	0	8	„		0	„	1	3/4
				1	6	„	1	0	
4	6	1	„	1	8	„	1	0	1/2

	£			s			d				
	3	6	„		9	„	8	1/2	x	6	7
							1	0			
	3	6	4	„	1	7	„		1				
									6				
2	1	8	9	„		2	„		6				
	2	5	5	„		7	„	1	1	1/2			
2	4	4	4	„	1	0	„		5	1/2			

		£			s		d	£		s		d
1	9	2	7	„	1	„	9	1	„	8	„	6
		1	9									
			8									
			2	0								
		1	6	1								
		1	5	2								
				9								
			1	2								
		1	1	7								
		1	1	4								
				3								
				4								
			1	2	Remainder							

Object-Lesson.

Cl. I–III
Infants
&
Substandard

Time : 2 hours a week.

Book recommended: W. Taylor, Object Teaching for Infant Schools 2/6.

General rules.

1. No object is to be treated, which cannot be shown to the children either in nature or by a good picture.
2. The teacher has to prepare himself carefully for these lessons, making full notes in Vernacular & a short extract of it in English, containing the chief parts of the lesson in small sentences.
3. At first the object is to be explained & described in Vernacular, then the chief sentences are to be translated into English & when fully understood, to be learned by heart, so that the children are able to answer with these sentences when asked in English.
4. Not more than 12 objects chosen by the manager from the following 11 groups, are to be done during 1 year. A list of them should be kept ready on the day of examination.

I.
The Human Body.

1. The different parts & members of the body.
2. The different pieces of cloth by which they are covered.

II.
The House.

1. The outside of a house & the rooms inside.
2. The Schoolroom & the objects in it.
3. Window.
4. Door.
5. Chair
6. Table.

III.
Common Objects.

1. Iron kettle
2. Cups (saucer)
3. Glass (tumbler)
4. Knife.
5. Fork.
6. Spoon.
7. Pin & needle
8. Candle.
9. Leadpencil.

Object Lesson.

Cl. I – III
Infants
&
Substandards

III. Animals.

1. Cat
2. Dog.
3. Hen (fowls).
4. Sheep.
5. Goat.
6. Horse
7. Cow.
8. Fish (any kind).
9. Lion.
10. Elephant.
11. Bear.
12. Camel.
13. Whale.
14. Ostrich.
15. Spider & its web.
16. Butterfly.
17. Parrot.
18. Snake
19. Monkey.
20. Crocodile.
21. Swan (or ducks).
22. Chameleon (lizard).
23. Foxe.
24. Dove.
25. Antelope.

V. Common articles of food.

1. Water.
2. Milk.
3. Sugar
4. Bread.

VI. Plants & Trees.

1. Palmtree.
2. Coffeetree.
3. Orangetree.
4. Pisang (Banana).
5. Corn.
6. Yam
7. Groundnut
8. Limetree.
9. Tomatoes.
10. Okro.

VII. Common Substances.

1. Wood.
2. Cotton.
3. Paper.
4. Starch.
5. Leather.
6. Wool.
7. Feathers.
8. Chalk
9. Slate.
10. Sand
11. Salt.
12. Iron.
13. Silver & Gold.
14. Lead (tin).

VIII. Certificial Objects.

1. Book.
2. Lamp.
3. Clock & watch.
4. Umbrella.
5. Hat.

IX. Simple Phenomena of nature.

1. Sun.
2. Moon.
3. Stars.
4. Rain
5. Storm (wind).
6. Rainy Season.
7. Dry Season.

X. Lessons on Colour.

1. Black.
2. White.
3. Red.
4. Blue.
5. Yellow
6. Green.
7. Orange.
8. Gray.
9. Purple.

XI. Lessons on Form.

1. Strait & crooked line.
2. Upright, level, slanting.
3. Curved lines.
4. Ring.
5. Oblong
6. Square
7. Right angle.
8. Triangles.
9. Circle.

Geography.

A. Necessary apparatus for the classes IV - VI.

1. A small Mariner's Compass price 2/-
2. A small Terrestrial Globe 4 inches, price 1/-
3. A map of Definitions (Hirts Surface of the earth 3/6.

} Newington & Co. 57 Berner Str. London.

4. A mape of the Eastern & Western Hemisphere, 4/6 each

B. Recommended for the hand of the teacher is one of the following books:

1. The Royal Map Books (Nelson)
   a) Stand. I containing Plans, Maps & the Compass for the classes IV & V price 1d
   b) Stand. II containing Geographical Definitions for class VI price 1d
2. Gardiner's Esplanatory Geography (Heywood)
   Part I for Stand. I & II (Cl. IV - VI) price 2d
3. Gill's Atlas & Geography Stand. I & II (Cl. IV - VI) price 2d.
4. The Holborn Elementary Geography price 1d.
5. The Holborn Series
   a) A Testbook of Geography for Stand. I & II.
   b) Viaduct Geography, Part I & II.

Cl. IV
Stand. I.

a) Requirements of the Government Rules.

20 Simple lessons on the points of the Compass, night & morning. To know the days of the week & the months of the year.

b) The esplanations are given in Vernacular, but the children should learn gradually to understand simple questions in English & answer in short English sentences.

I. Halfyear.

1. East and west; rising & setting of the sun.
2. Day & night, as connected with the rising and setting of the sun.
3. To point out towns & villages situated in the east & west of the native place.
4. South and North.
5. Towns, villages in the south & north of the native place.

Geography.

Cl. IV.
Stand. I.

6. To find the 4 cardinal points by the position of the sun.
7. To find the 4 cardinal points by the help of the mariner's compass.

II. Halfyear.

1. Repetition of the I. Halfyear's task.
2. The days of the week, so as to know:
   a) How they follow each other, the first & the last etc.
   b) the very day it is to day.
   c) the day before and the day after to day.
3. The months of the year.
   a) how they follow each other from the first to the last.
   b) the month we are in at that day.
   c) the preceding month & the month which follows.
   d) the months which have 31 days, those with 30 days.

Cl. V.
Stand. II.

a) Requirements of the Government Rules.

Twenty simple lessons on the use & meaning of the map.

b) The explanations are given in Vernacular, but the children should learn to understand simple questions in English & to answer in short English sentences.

I. Halfyear.

1. Short Repetition of the 4 cardinal points as taught in the I. Halfyear of the III. Class.
2. Plan of the School, the Chapel, different quarters & chief roads of the native place. Different Scales.
3. Explanation of a map; how to read the figures & signs on it.
4. The 4 cardinal points on a map, as well as the South-East, South-west, North-east & North-west.

II. Halfyear.

The native province of the Gold Coast in which the respective school is situated:
1) Its boundaries, 2) chief mountains, 3) rivers, 4) chief towns,
5) inhabitants, their total number, the different tribes, occupation & manufacture.

Geography.

Cl. VI
Stand. III.

a.) Requirements of the Government Rules:

Simple lessons on the size & shape of the world & geographical terms simply explained by diagramm or map.

b.) The explanations are given chiefly in Vernacular, but the children should now understand easy English questions referring to the lessons mentioned and be able to give the definitions in English language.

How the lessons follow each other:

1. Shape of the earth.
2. Size of the earth.
3. The names of the 5 continents & the 5 oceans.
4. The sea & definition of its parts: coast, bay, gulf, channel, island, peninsula, isthmus, cape.
5. The land & definition of its parts: plain, hill, mountain, valley, desert, volcano, table-land.
6. The waters on the land & its definitions: stream & river, (tributary, banks) water-shed, estuary, lake.
7. When the above mentioned tasks are well mastered of the five continents, especially Africa & Europe may now be learned, but only:
   a.) The names of the different countries & their capitals,
   b.) of each continent about 3 chief rivers, 3 mountains or mountain ranges & about 2 islands belonging to it.

Rem The definitions learned should be applied to the map of the Continents & the pupils led to find the peninsulas, capes, gulfs etc. on the map; they should point out in what direction the rivers run & the mountain ranges extend etc.

English.

General Rules for all classes.

1. Nothing is to be read in English without being translated into the Vernacular & from the Vernacular again back into English. The pupils should be able to tell the meaning of each english word they read in their own language, and by & by they should be able to give English Synonyms.
2. No word is to be spelled before the pupils are able to pronounce it correctly.
3. A word having been pronounced correctly should be spelled too.
4. Every new word & sentence should be read by the teacher at first & then repeated by all the pupils simultaneously.
5. Now the teacher reads again sentence after sentence and makes single scholars read after him.
6. At last the teacher reads the whole piece slowly and distinctly to give an example of good reading and single scholars read after him.

Cl. I. Infants.

English Reading.

Requirements of the Government Rules.

Infants: Class III. To pick out the large letters of the alphabet.
" " II. To know & to pick out the large & small letters of the alphabet.
" " I. To read an infant primer containing words of 2 & 3 letters.

Rem. As the I. Class of the Basel Mission Schools usually consists of I^a & I^b, i.e. more advanced scholars who mostly are the second year in the first class, being I^a and new-comers forming with those keeping behind Class I^b, it will be advisable to present our Class I before His Majesty's School Inspector as only 2 Classes of infants, i.e.

Class I^a as Infants Class I.
Class I^b " " " II & III.

Necessary Books & Apparatus.

a.) 1 Alphabet Card; containing the large & small letters of the Alphabet on strong pasteboard; Holborn Alphabet 2 sheets 19 in. by 24 in., 1/–.

b.) 1 set Reading sheets: Practical Reading sheets, Holborn.

English Reading.

Cl. I.
Infants.

Rem. Where the Royal Reading sheets (Nelson) are still in use, they may be read as introduction only to the Practical Reading sheets. But beside the latter no other set is necessary. When Chamber's Reading sheets, which are read in some schools are worn off the Practical Reading sheets are to be introduced.

I b.

3 months before the arrival of His Majesty's Inspector of Schools this class is in 4 half-hours a week to be made acquainted with the large & small letters of the English Alphabet, so as to be presented on the day of examination as Infants Class II & III.

I a

In case this class has mastered the Vernacular so far as to reach page 28 of the Primer, they may in 4 half-hours a week

1.) repeat the English Alphabet,

2. read the English Readingsheets.

When able to read the Readingsheets, they are on the day of examination to be presented as Infants Class I.

Rem. The children should learn to spell all the words on the Readingsheets.

Cl. II.
Subst. I.

Government Rules.

To read sentences of words of not more than 4 letters.

Necessary books & apparatus.

a.) 1 set Readingsheets: Practical Readingsheets;
b.) Infant Primer № 1. Holborn E. S. A.

I. Halfyear.

1. Thorough Repetition of the Readingsheets.
2. Infant Primer № 1, p. 1–11.

II. Halfyear.

Infant Primer № 1, p. 12–30

Rem. Weaker scholars not able to read this book have to join Cl. I a on the day of examination.

English Reading.

Cl. III Subst. II.	**Government Rules.** To read sentences of words of one syllable. I. Halfyear 1. Repetition of the Infant Primer № 1. 2. Infant Reader № 1, p. 1–18. II. Halfyear. Infant Reader № 1, p. 18–48. Rem. The children should learn: a.) to read fluently. b.) to spell each word correctly. c.) to copy from the book without mistakes.
Cl. IV. Stand. I.	**Government Rules.** To read a short paragraph from a book not confined to words of one syllable. I. Halfyear. Practical Reader Stand. I., p. 1–56. II. Halfyear. Practical Reader Stand. I., p. 56–106.
Cl. V. Stand. II.	**Government Rules.** To read a short paragraph from an elementary Readingbook. I. Halfyear. Practical Reader Stand. II, p. 1–58. II. Halfyear. Practical Reader Stand. II, p. 58–122.
Cl. VI. Stand. III.	**Government-Rules.** To read a passage from an elementary Readingbook. I. Halfyear. Practical Reader Stand. III, p. 1–62. II. Halfyear. Practical Reader Stand. III, p. 62–144.

English Reading in Nonassisted Schools.

Cl. I.	The large and small letters of the Alphabet.
Cl. II.	The Reading-sheets.
Cl. III.	Infant Primer No. 1.
Cl. IV	Infant Reader No. 1.

English Grammar.

a.) General Rules for the Classes IV - VI.

1. It is strictly forbidden to teach the children abstract definitions, as: What is Grammar? etc. as well as a mere enumeration of all the parts of speech.
2. Nothing else beside what is required by the Government rules is to be taught, but this is to be done thoroughly.

b.) As guide book for the Teacher to be used in Standard I - III we recommend:

1. Gills II Standard English: Nouns and Verbs 1d.
2. Gills whitehall: English for the Second Standard, Grammar 2d.
3. Royal Class Subject Lesson Book Standard II 1d.

Cl. IV, St. I	To point out nouns.
Cl. V, St. II	To point out proper and common nouns.

Remark: In teaching the children to find out nouns:

1. make them point out 12 names of: a) Persons.
   b) 12 " " quadrupeds.
   c) 12 " " birds, fishes
   d) 12 " " reptiles & insects.
   e) 12 " " towns & places etc.
2. make them point out 12 names of common objects.
   a) things in the class room.
   b) " at home.
   c) " we wear and things we eat.
   d) plants and trees etc.

English Grammer.

3. Give sentences & let them supply the names of persons, places, animals, common objects.
4. Let them pick out the nouns out of the pieces they have read in the Reading lesson.
5. As task of selfoccupation make them write the nouns out of the pieces they have read.

Cl. VI.
St. III.

To point out nouns and verbs.

I. Halfyear.

1. Repetition of common and proper nouns.
2. Verbs which say what a noun does.
3. Conjugation of the Present Time and Past Time, Singular & Plural of regular verbs.

II. Halfyear.

1. Repetition of verbs, which say what a noun does.
2. " " the Present & Past Time of the regular verb.
3. Verbs which express the being of a noun: am, art, is, are, was, wast, were, wert, be, being, been.
4. Present Time and Past Time of the verb "to be."

I am etc. — I was etc.

5. Present and Past Time of the verb "to have."

I have etc. — I had etc.

Remark. In teaching the verb following suggestions will be of use:

1. Let the children mention all the verbs, which say
   a. what we can do with our hands, eyes, mouth etc.
   b. what different persons (as teacher, pupil) do.
   c. what different beasts can do.
2. Mention many different nouns of all kinds and let them add a verb to it.
3. Make short sentences with verbs which express the being of a noun as: God is good. I am a boy. We were playmates, and make the children point out the verbs.
4. The children have to pick out the verbs out of the pieces they read in the Reading-lesson.
5. In the time of self-occupation this is to be done on the slates.

Drill.

General Remarks for all Standards.

1. The only book we recommend for the teachers use is:
   Gill's Military Drill, for Boy's Schools by Ben. Johnson 2/6.
2. In Schools with three Standards, Drill should be given every day from Monday – Thursday for about 15 minutes each day, i.e. military drill on Monday and Wednesday and physical drill on Tuesday and Thursday. On Friday the same time may be devoted to playing.
3. In small Schools, it is the best to join all Standards in drilling. In larger Schools i.e. Schools with more than 12 boys in Standard III however, the I Standard should be drilled separately; and in the I. half-year the boys one by one, or two by two be practised, before the teacher begins with regular squad-drill.
4. Military Drill is only to be done with boys.
5. The teacher:
   a. must care for prompt obedience and exact execution of the commands, for silence and strictest discipline during the exercises.
   b. His commands are to be given with a loud voice, and should be distinct and short.
   c. Before the pupils practise any exercise, the teacher should explain the exercise by personal active showing and executing the different movements of the exercise himself. The English commands should be well explained in vernacular.
6. There are two parts of every command:
   a. The preparatory command, which indicates <u>what</u> is to be done.
   b. The executive command shows when the movement is to be performed. f.i. the command: 'right turn' consists of the preparatory "right" and the executive 'turn'; between preparatory and executive command is a moments rest. As soon as the executive command is given the exercise is to be executed.

Drill.

7. In case the teacher wants an exercise to be repeated again, he can revoke it by commanding:

'as you were'

at which command the pupils turn again to the position which they had before the exercise.

Cl. IV.
St. I.

A. Military Drill without staffs.

I. At the Halt.

1. Arrangement of the children.
2. Position of the pupil.
3. Attention: Stand at ease.
4. Dressing.
5. Numbering.
6. Turnings.
7. Saluting.

II. Marching.

1. Balance step (first practised by the single boy) afterwards by the squad.
2. Quick-march.
3. Double-march.
4. During the marching: Turnings.
5. During the marching: Changing-steps.
6. Marking Time.
7. Marching in file.
8. Side Step.
9. Dismissing a Company.

B. Physical-Drill.

1. Arrangement of boys to be ready for physical drill.
2. Bending and stretching the body.
   a. the arms (forward, sideward, backward, above and down stretch).
   b. the head (bend forward, and backward, turn to the left and right side).

Drill.

Cl. IV.
Stand. I.

c. the feet (stretch forward, backward, sideward).
d. the body (turn to the right and left side, bend forward, hands touching the toes of the feet, bend backward).
3. Bending and stretching the knees.
4. Swinging the arms.

Cl. I & II.
Stand. II & III.

A. Military Drill with staffs.

I. At the Halt.

1. Repetition of the lessons taught in St. I, but with staffs in hands.
2. Formation of 2 ranks.
3. " " 4 ranks.
4. Open ranks.

II. Marching.

5. Marching of 2 ranks in line and file with turnings, changing steps & marking time.
6. Wheeling in file.
7. Files forming company to the front.
8. Lines (company) forming files to the rear.
9. Wheeling in lines.

III. Manual exercises for the rifle.

1. Take your arms (staffs).
   put away arms (staffs).
2. Order arms.
3. Shoulder " .
4. Slope " .
5. Present "
6. Trail "
7. Order arms again.

IV. Physical Drill.

The same exercises as Standard I, but staffs in hand.

a. with staffs above the head;
b. " " thrusted forward until arms are extended.

Drawing.

General Rules for all Standards.

1. The teacher has always to figure the example on the blackboard, showing the children how to commence work and the gradual construction of it.
2. As Book for Teacher's aid is in all schools only to be used:
   Poynter's Drawing for the Standards I & II, Book 1–4.

Cl. II & I.
Stand. I & II.

Government Rules:

To draw on slates with a ruler simple lines, angles parallels & the simplest right-lined forms.

Standard I.

Poynter's Drawing; Book 1 & 2: Lines, angles, parallels.

Standard II.

Poynter's Drawing; Book 1–4. a.) Lines, angles, parallels,
b.) Simplest rightlined forms.

Cl. II.
Stand. III.

Government Rules:

To draw on paper freehand & with the ruler lines, angles, parallels and simple right-lined forms.

Standard III.

1. Poynter's Drawing; Book 1–4. (Book 5–8 or Stand. III is not required & should, as a rule, not be attempted).
2. As Drawing books for the children are to be used: Holborn, Square Drawing book No. 190.
3. Course of instruction:
   a.) The example is figured & constructed by the teacher on the blackboard.
   b.) The children draw it first on slates.
   c.) Then they draw it with rulers on a fullpage of the Drawingbook.
   d.) At last they draw it in freehand on the opposite page of the Drawingbook.

Singing.

General Rules for all classes.

1. When hymns, which were learned by heart are sung, the book is not to be used, and at least 3 verses are to be sung.
2. In class I – III, as a rule, the tune only is to be taught and singing in parts (i. e. with a second & third voice) is not to be practised.
3. In class I & II, or II – VI (when joined together) also singing in 2 or 3 parts is allowed and to be practised; but at first the tune must be sung by all children.
4. Singing in 4 parts (as in Mixed Choir) is strictly forbidden.
5. The Teachers are reminded that in the Württemberg Choralbook, as well as in Auer's Tunebook the hymns & songs are not adapted to Children's 2 or 3 part songs, but that they should be especially arranged for this purpose. When such notes are not obtainable, they have to restrict themselves to 2 part Singing, as given in the 2 upper voices.
6. The text of the hymns & especially of the english songs is to be explained carefully, so as to make the children understand what they are singing.
7. Additional hymns & songs besides those prescribed, especially english songs besides those found in Hunter's Songs for junior Classes, must at first be approved by the manager of the school.
8. When singing, the children have to stand upright, the mouth is to be opened well & deep breath to be taken.
9. Untill our own book of hymns & " " " " songs } is compiled following books are recommended for use:
   a.) Württemberg Choralbook.
   b.) Auer's Tunebook.
   c.) Accra Songs
   d.) Hunter's Songs for junior Classes I. & II. Series 6d each
   e.) Sight Singing for Schools; London, National Society 1/-.

Singing.

Cl. I & II
Infants & Subst. I

1. The Children have to learn singing from the mouth of the teacher, they must hear how the teacher sings before they themselves try it.
2. As first steps in singing the Children are taught:
   a.) the distinction between different tones, whether there be 1 or 2 or 3 tones sung;
   b.) the distinction between higher & deeper tones;
   c.) the distinction between more or less accentuated tones;
   d.) the distinction between longer & shorter tones.
3. Having learned to distinguish tones sung by the teacher, the children now themselves begin to sing, 1 tone, then 2 tones, higher & deeper tones, long & short tones, with strong & low voice.
4. Now follow exercises in finding the intervals between the single tones (sung without any staffs & notes on the blackboard from hearing only):

   a.) 1 – 2 – 3 ; 3 – 2 – 1
   do – re – mi ; mi – re – do
   la la la ; la la la

   b.) 1 – 2 – 3 – 4 – 5
   do – re – mi – fa – so
   la la la la la

   c.) 5 – 4 – 3 – 2 – 1
   so – fa – mi – re – do
   la la la la la

   d.) 1 – 3 – 5 ; 5 – 3 – 1
   do – mi – so ; so – mi – do
   la la la la la la

5. The exercises above are gradually to be sung:
   a.) by all children of the class,
   b.) by few " " " "
   c.) by each single child of a class.

They are to be sung by all scholars simultaneously always at the beginning of a singing lesson.

Tshi-Schools.

Hymns to be taught in the I. class.

First Halfyear.				Second Halfyear.			
Hymnbook	373	Württembg Choral	28	Hymnbook	288	Württembg Choral	136
"	197	" "	92	"	148	" "	6
"	105	Auer Tunes	77	"	51	" "	173
"	94	" "	18	"	260	Auer Tunes	19
"	114	Württembg Choral	176	"	57	Württembg Choral	102
"	343	Auer Tunes	76				

Singing.

Cl. I & II.

Tshi Schools: Hymns to be taught in the II. class.

First Halfyear.				Second Halfyear.			
Hymnbook	346	Auer Tunes	33	Hymnbook	225	Württembg Choral	12
"	404	Württembg Choral	77	"	388	Auer Tunes	103
"	235	Auer Tunes	78	"	332	" "	3
"	18	Württembg Choral	5	"	342	Württembg Choral	194
"	5	" "	158	"	60	Auer Tunes	16
"	345	Auer Tunes	13	"	9	" "	27

Gā-Schools.

Hymns to be taught in the I. class.

First Halfyear.				Second Halfyear.			
1.) Hymnbook	383	Württembg Choral	12	1.) Hymnbook	434	Württembg Choral	28
"	324	" "	136	"	231	" "	92
	113	Auer Tunes	18	"	229	Auer Tunes	3
"	117	" "	81	"	50	Württembg Choral	173
"	303	" "	19	"	70	Auer Tunes	45
2.) Gbekēbii-alalai No. 7		Nyonmo dšurō ní yo nwei		2.) Gbekēbii-alalai No. 18		Ke etū ke gbadša	
" " " 10		Aharabata le se		" " " 28		Minanyo kpakpa le ye	
" " " 9		Nibii fē tšō ehēi		" " " 20		Nye gbekēbii fē kwa	
" " " 12		Dše ena ní efe kpō		" " " 22		Ole nulamii ayibo	

Repetition of all the hymns.

Rem. 1. Of the "Gbekēbii-alalai" the first voice or the tune only is to be taught.

Rem. 2 The learning of the "Gbekēbii-alalai" is optional.

Singing.

Cl. I & II

Gā Schools: Hymns to be taught in the II class.

First Halfyear.				Second Halfyear.			
1.) Hymnbook	384	Württembg Choral	152	1.) Hymnbook	226	Württembg Choral	35
"	282	Auer Tunes	77	"	25	" "	5a
"	307	" "	8	"	245	" "	158
"	91	Württembg Choral	50	"	389	Auer Tunes	13
"	131	" "	17	"	72	Württembg Choral	150
"	291	" "	194	"	330	" "	77

2.) Gbekēbii - alalai	№ 33	Haŏmo̱ be̱ mli	2.) Gbekēbii - alalai	№ 46	Mēba ofe mo̱bomo̱bo̱
"	" 35	Kāfe eša, kāfe kwrā	"	" 47	Miye̱ šientše̱ kpakpa
"	" 37	Mantše̱ yi aná wala.	"	" 48	Nyele ta le̱n ekālo̱i
"	" 40	Gbekē modin ko dšimi	"	" 49	Mabo̱ mo̱den
"	" 42	Mišīa le̱ be̱ bie̱	"	" 43	Africa dši mišikpon

Repetition.

Rem. 1. Of the "Gbekēbii - alalai" the first voice or the tune only is to be taught.
" 2. The learning of the "Gbekēbii - alalai" is optional.

English Songs.

To sing in unison, in good time & tune 2 easy English Songs: Such easy songs, out of which the 2 songs requested may be chosen are:

Hunter, Songs for Junior Classes:

I. Series: № 4. 7. 11. 12. 37. 42. 46. 56. 62.

II. " № 71. 83. 87. 99. 103. 120.

Cl. III & IV. Subst. II & Stand. I

1. The same tonic exercises, which are prescribed for Cl. I & II № 4, a - d. are to be practised here again, but the exercises in finding the intervals 1, 3, 5 should be enlarged, as f. i.

1 3 5 3 5 3 3 1 ; 1 3 3 5 5 3 1 ; 1 5 1 3 5 1 ;
1 5 5 1 3 3 5 1 , 1 3 1 5 1 3 3 5 1 ; etc.

Singing.

Cl. III & IV.
Subst. II & Stand. I.

2. Now the children should be made acquainted with the staff notation, the shape & the value of the different notes.

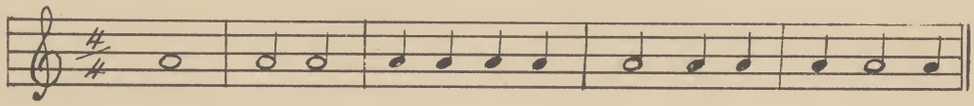
a.) The <u>semibreve</u> 𝅝, a large open note is the longest note commonly used in music.

b.) The <u>minim</u> 𝅗𝅥 or 𝅗𝅥, an open note with a stem has half the value of a semibreve; therefore 2 minims are sung in the same time as 1 semibreve.

c.) The crotchet ♩ or ♩ is a closed note with a stem. It has half the value of a minim; so that

1 semibreve = 2 minims = 4 crotchets.

1 minim = 2 crotchets.



d.) If the time be beaten, it is to be shown that:

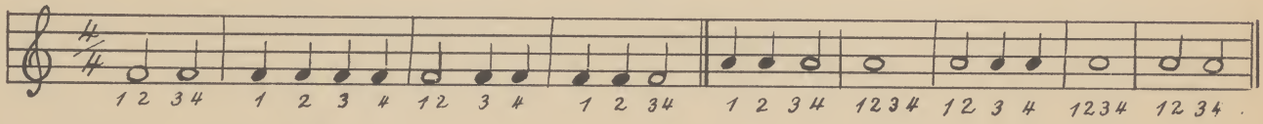
1 semibreve will be continued during 4 beats,

1 minim " " " " 2 "

1 crotchet will be sung to one beat.

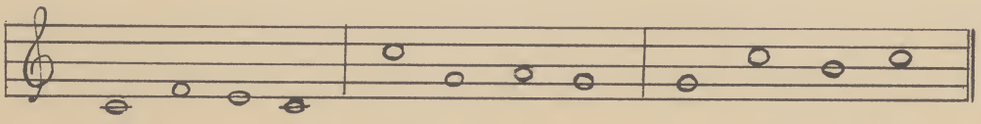
3. Time Test (Gov. Rules p. 20).

To sing on one sound to the syllable 'la' or 'do' an exercise in $\frac{4}{4}$ time, including minims & crotchets; as f. i.



4. Ear Test. (Gov. Rules p. 20).

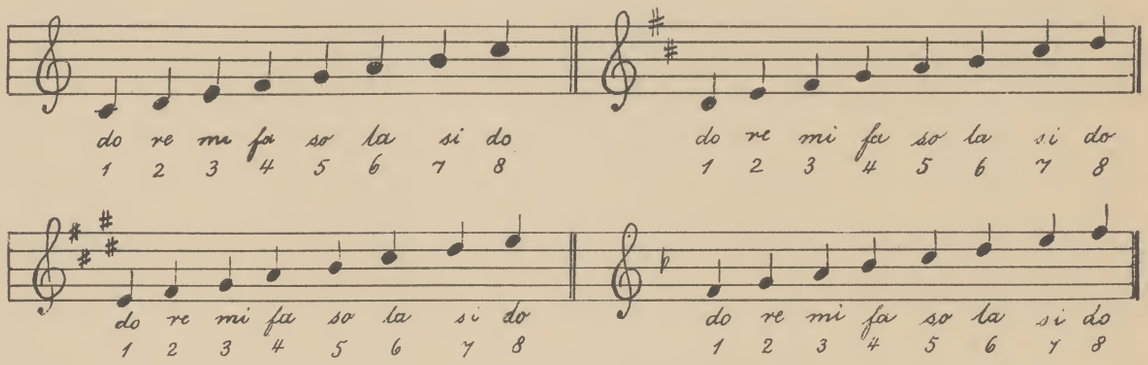
To learn to repeat 4 notes using the syllable la, after hearing the teacher sing it twice through; f. i.



Singing.

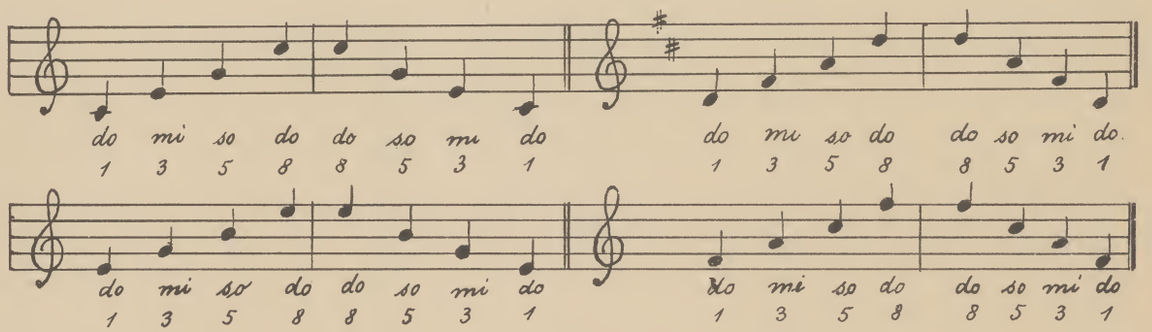
Cl. III & IV
Subst. II.
Stand. I.

5. The whole scale written on the staffs:



It is to be shown that 'do' or 1 can be any tone of the scale; but that if do or 1 is given all other Tones follow in their above mentioned order.

6. The 'Chord of Do' or 'Key Chord'



a) The Chord of Do (1, 3, 5, 8, do, mi, so, do) is to be sounded before the children, as it appears on different Keynotes of which 4 examples are given above.

b.) The notes of the Keychord (Chord of Do) are by many exercises (of which some are to be made every lesson) to be practised.

Such exercises are to be found in „Sight Singing for Schools" p. 8. 9. & Gov. Rules p. 20.

Hymns to be taught in Tshi-Schools.

First Year (III. Class).

First Halfyear.

Hymnbook	214	Württembg Choral	36
"	93	" "	53
"	174	Auer Tunes	19
"	422	Württembg Choral	69
"	196	" "	35
"	285	" "	135
"	114	Auer Tunes	86

Second Halfyear.

Hymnbook	8	Württembg Chorals	185
"	431	" "	142
"	328	" "	207
"	414	" "	167
"	259	" "	67
"	58	Auer Tunes	93
"	59	" "	100

Singing.

Cl. III & IV
Subst. II
Stand. I

Second Year (IV. Class).

First Halfyear.

Hymnbook	№ 90	Auer Tunes	32
"	" 92	Württembg Choral	163
"	" 125	" "	138
"	" 132	" "	119
	" 258	Auer Tunes	8
"	" 136	Württembg Choral	4

Second Halfyear.

Hymnbook	16	Auer Tunes	74
"	374	Württembg Choral	192
"	273	Auer Tunes	31
"	349	Württembg Choral	182
,	50	" "	57.
"	240	Auer Tunes	34

Gā-Schools: Hymns to be taught in the III. Class.

First Halfyear.

1.) Hymnbook	194	Württembg Choral		149
"	110	" "		163
"	202	" "		87 b
"	332	" "		174
"	482	" "		69
"	458	" "		77
2.) Gbekẽbii-alalai	№ 100	Jesu okẹ-bõi nii fẽ		
" "	" 64	Jesu kẹkẹ ni mikẹ-fã gbẹ		
" "	" 67	Jesai nu, tõkpẹlo lá		
" "	" 69	Duri ha šikpoi nọ		
" "	" 55	Ani nyamọ efe		
" "	" 29	Kwemọ Numtšọ lẹ gbe		

Second Halfyear.

1.) Hymnbook	4	Württembg Choral		185
"	490	" "		142
"	325	" "		135
"	364	" "		207.
"	471	" "		167
"	75	" "		180
2.) Gbekẽbii-alalai	№ 75	Moni dši Kristo Kaselọ		
" "	" 98	Nõ haomọ fẽ		
" "	" 83	Hallelu Jã! nyelaä		
" "	" 108	Kẹdši gõdši hoso		
" "	" 84	Mõ minidši amli		
" "	" 89	Ole šikpoi fẹfẹo lẹ		

Repetition.

Rem. 1. Of the Gbekẽbii-alalai the first voice, or the tune only is to be taught.

" 2. The learning of the Gbekẽbii alalai is optional.

Singing.

Cl. III & IV.

Hymns to be taught in the IV. Class.

First Halfyear.

1.) Hymnbook	186	Württemb. Choral	89	1.) Hymnbook	363	Württemb. Choral	166a
"	111	" "	53	"	430	" "	182
"	135	" "	138	"	166	" "	4
"	152	" "	118	"	315	Auer Tunes	31
"	12	" "	164b	"	61	Württemb. Choral	57
"	173	" "	216	"	71	" "	109

2.) Gbekẽbii-alalai № 9 Nibii fẽ tsõ ehẽi
" " " 12 Dze ena ni efe kpõ
" " " 18 Kẹ etw kẹ gbadza
" " " 22 Ole nulamii ayibo
" " " 28 Minanyo kpakpalẹ

2.) Gbekẽbii-alalai № 39 Anokwafo tsui kome lẹ
" " " 41 Nmenẹ nidze tsia
" " " 20 Nye gbekẽbii fẽ kwa
" " " 31 Hosiana! Adzõ

Repetition.

Rem. 1. In the IV., V & VI. Class the „ Gbekẽbii-alalai" are to be sung with all the voices given in the book.

Rem. 2. The learning of the Gbekẽbii alalai is optional.

English Songs.

3 Songs to be prepared which are to be sung in unison in good time & tune. Such easy songs suitable for this stage are: Hunter's Songs for Junior Classes:

I. Series: № 8. 18. 20. 26. 25. 51. 52. 58. 63.

II. Series: № 66. 67. 69. 74. 86. 88. 89.

Cl. V & VI.
Stand. II & III.

1. Repetition of what was taught in Cl. III & IV № 2, about the value of notes (semibreve, minim, crotchet).

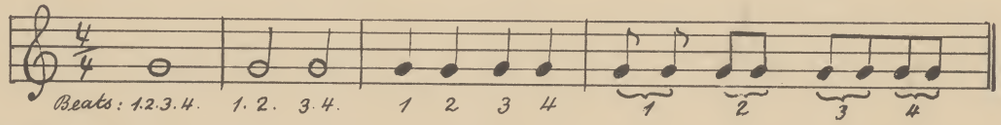
In addition to this is to be taught:

~.

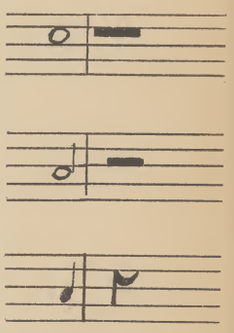
Singing.

Cl. V & VI.
Stand. II & III.

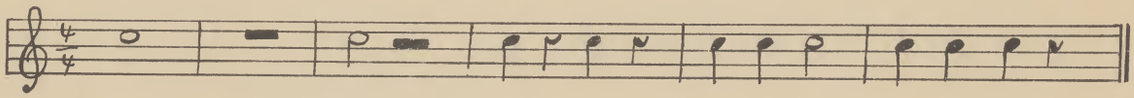
2. The Quaver ♪ or ♪, a note which has half the value of a crotchet.
2 quavers are equal in length to 1 crotchet.
4 " " " " " " 1 minim.
8 " " " " " " 1 semibreve.
Sometimes several quavers are grouped together ♫
In 4/4 time 2 quavers are sung to one beat.



3. Different signs indicating rests or silence for a certain length of time.
a.) The semibreve rest : a short thick stroke hanging from one of the lines of the staff.
b.) The minim rest : a short thick stroke resting upon a line.
c.) The crotchet rest, like a hatchet with the blade turned towards the right



4. Time Test (Government Rules p. 21)



Other exercises of this Kind see Governm. Rules p. 21 Sight Singing for Schools p. 29.

5. Note Tests.
a.) Repetition of exercises practising the notes of the Keychord (see Cl. III & IV № 6).
b.) Exercises in singing not only notes of the Keychord, but also exercises containing small groups of consecutive notes of the scale of c.
In all these exercises the Solfa syllables should be used.
Examples, see Government Rules p. 20. Sight Singing for Schools p. 13. 18-23.
c.) More advanced scholars of Stand. III might also attempt exercises with F sharp & B flat as required in the note test of the Governm. Rules p. 21.
6. Ear Test
as required in the Gov. Rules p. 21.

Singing.

Cl. I & II.
St. II & III.

Hymns & Songs.

Tshi Schools:

First Year (Cl. I)

I. Halfyear.

Hymnbook	181a	Auer Tunes	61
"	165	Württbg Choral	1
"	98	" "	160
"	117	" "	87b
"	277	" "	10
"	408	" " Jölker	118, 124
"	34	" "	7
"	430	Auer Tunes	40

II. Halfyear.

Hymnbook	7	Württbg Choral	187
"	306	" "	114
"	429	" "	121
"	251	" "	44
"	156	Auer Tunes	24
"	18	Württbg Choral	120
"	279	Auer Tunes	50
"	9	Württbg Choral	164a.

Second Year.

I. Halfyear.

Hymnbook	296	Württbg Choral	50
"	131	" "	99
"	324	" "	166
"	33	Auer Tunes	22
"	187	Württbg Choral	211
"	35	" "	108
"	36	" "	20
"	246	" "	115
"	431	Auer Tunes	75
"	433	" "	28

II. Halfyear.

Hymnbook	295	Württbg Choral	16
"	315	" "	145
"	398	" "	75
"	263	" "	217
"	190	" "	23
"	38	" "	26
"	10	" "	47
"	427	" "	218
		Auer Tunes	44
"	12a	" "	65
"	160	" "	94

Singing.

Cl. V & VI

St II & III.

Gã- Schools: Hymns to be taught in the V. Class.

First Halfyear.

1.) Hymnbook	423	Württbg Choral	87b
"	98	" "	84
"	107	" "	160
"	122	Auer Tunes	18
"	296	" "	23
"	462	Württbg Choral	75
2.) Gbekẽbii-alalai *)	33	Haŏmọ bẹ mli	
" "	35	Kãfe eša, kãfe kwrã	
" "	37	Maintšẹ yi ana wala	
" "	40	Gbekẽ modiŋ Ko dšimi	
" "	42	Mišĩa lẹ bẹ bie	

Second Halfyear.

1.) Hymnbook	5	Württbg Choral	187
"	353	" "	114
"	254	" "	87b
"	497	" "	121
"	299	" "	44
"	68	" "	199
2.) Gbekẽbii-alalai *)	46	Mẽba ofe mọbọmọbọ	
"	47	Miyẹ šiẹntšẹ Kpakpa	
"	48	Nyele ta lẹŋ ekãlọi lẹ	
"	49	Mabọ mọdeŋ	
"	43	Afrika dši mišikpoŋ	

*) Rem. The learning of the „ Gbekẽbii-alalai" is optional.

Hymns to be taught in the VI. Class.

First Halfyear.

1.) Hymnbook	424	Württbg Choral	28
"	86	" "	120
"	494	" "	121
"	155	" "	44
"	365	" "	81
"	26	" "	36
2.) Gbekẽbii-alalai *)	100	Jesu okẹ-bŏi nii fẽ	
"	64	Jesu kẹkẹ ni mikẹ-fã gbẹ	
"	67	Jesaiŋ nu, tõkwẹlọ lá	
"	69	Duŋ ha šikpoŋ nọ	
"	55	Ani nyamọ efe	
"	29	Kwẹmọ Kantšọ lẹ gbẹ	

Second Halfyear.

1.) Hymnbook	349	Württbg Choral	16
"	348	" "	140
"	464	" "	75
"	109	" "	217
"	287	" "	44
"	14	" "	47
2.) Gbekẽbii-alalai *)	75	Moni dši Kristo kaselọ	
" "	98	Nẽ haomọ fẽ	
" "	83	Hallelu Jã ! nyelaä	
" "	108	Kẹdši gõdši hoso	
" "	84	Mõ minidši amli	
" "	89	Ole šikpoŋ fefẹo lẹ	

*) Rem. The learning of the „ Gbekẽbii-alalai" is optional.

English Songs.

To prepare 5 songs in unison or as two-part songs, in good time, & tune & with due expression.
Recommended for this stage are following songs out of Hunter, Songs for Junior Classes:

Series I: 14. 16. 24. 28. 34. 40. 53. 55. 57.
Series II: 68. 72. 80. 111. 115. 124.

Appendix I.

The annual Promotion.

1. The annual promotion of the scholars from one class to the neset higher depends upon the knowledge of what the Teaching-plan requires in as moderate terms as possible.

2. The promotion from Cl. I to II, and from II to III depends upon the ability and knowledge of a child in Vernacular Reading and Arithmetic. Therefore:

   a. No child is to be promoted from Cl. I to II, who is unable to combine quickly letters to syllables & syllables to words; every one wishing to be promoted should be able to read anything required from him in the Primer Part II, p. 17-38.

   b. No child is to be promoted from Cl. I to II, who is not able to add and to subtract the numbers 1, 2, 3, 4, 5 in the order of numbers from 1-10.

   c. No child is to be promoted from Cl. II to III, who cannot read any piece in Reading-book II.

   d. No child is to be promoted from Cl. II to III, who does not know the addition & subtraction of 1, 2, 3, 4, 5, 6, 7, 8, 9 in the order of numbers from 1-100.

   e. No child unable to read the Practical Primer is to be promoted from Cl. II to III.

3. The promotion of the Cl. III, IV & V depends upon the knowledge in English, Twi Reading (Ga Reading), Arithmetic & Bible History. Therefore f. i. no child is to be promoted from Cl. III to IV, who does not know the small multiplication table or has not read the Practical Infant. Reader No. 1, again none from IV. to V who is ignorant of the small division table etc.

Appendise II.

Number of lessons to be given in the different classes.

I & II.

According to the number of lessons given weekly in each class, whether:

There are to be spent on	17	or 20	or 23	hours
1. Bible Stories	2	3	3	"
2. Learning by heart of Passages & Hymns	2	2	2	"
3. Reading	3	4	4	"
4. Writing	3	4	5	"
5. Ciphering (mental on slates)	3	3	4	"
6. English	2	2	3	"
7. Singing	2	2	2	"
	17	20	23	hours.

III & IV.

According to the number of lessons given weekly in each class, whether:

There are to be spent on:	20	24	26	hours.
1. Bible Stories	2	3	3	"
2. Learning by heart of Passages & Hymns	2	2	2	"
3. Reading (Testament & Reading-book)	3	4	4	"
4. Writing a.) Copybooks	2	3	3	"
b.) Dictation	1	1	2	"
5. Arithmetic (mental & written)	4	4	5	"
6. English Reading & Spelling	4	5	5	"
7. Singing	2	2	2	"
	20	24	26	hours

Appendise II.

Number of lessons to be given in the different classes.

IV – VI (Standard I – III).

According to the number of lessons given weekly in each class, whether

There are to be spent on	27 hours	30 hours	30 hours
1. Bible Stories	3	3 or	3
2. Learning by heart of Passages & Hymns	2	2	2
3. Vernacular Reading (Bible & Reading-book)	3	4	3
4. Composition	1	1	1
5. Copybooks	2	3	3
6. Arithmetic	4	4	5
7. English Reading & Spelling	5	5	5
8. Grammar	1	1	1
9. Geography	2	2	2
10. Draving	1	2	2
11. Singing	2	2	2
12. Drill	1	1	1
	27	30	30

Appendise III.

General Rules for the Government of a School.

1. The teacher has to be at School & begin his lessons exactly at the time appointed for it.
2. The official books as: Attendance Registers, Logbook and Weekly Record should always be present in the School room.
3. The teacher should appoint school children
   who a.) sweep the school room every morning,
   b.) dust the benches,
   c.) clean the blackboard,
   d.) collect & distribute books, copybooks & slates,
   e.) distribute the ink.
4. There should always be a dry rag for the blackboard, which is to be dusted out & a wet one, which is to be washed out every day.
5. The slates of the pupils should be cleaned with a dry rag fixed to it by a string and a wet one, Kept in addition.
6. The pencils should be sharpened, & if small, be provided with a holder.
7. The pupils should come to school with washed faces & clean hands.
8. Only those books & school materials, which are used in the very lesson are to be seen on the desks; so that f. i. in the Arithmetic lesson only the slates & no books, in the Reading lesson only the necessary books are seen on the desks.
9. The books & slates if not used are to be nicely arranged under the desks or on the benches.
10. No child has to speak in School, except when asked by the teacher.
11. Copying from each others slates should be strictly prohibited, the same prompting answers.
12. A little cane (demere) should be Kept for corporal punishment if necessary, no child is to be sent to cut a stick for this purpose.
13. When leaving the school room the scholars should go behind each other one by one, according to military drill.
14. School being over no books & school materials should be left behind in the schoolroom, neither on nor under the desks.

Appendise IV.

Geographical Definitions.

I. Shape of the Earth.

The earth is round:

1. Because men have sailed round it.
2. When a ship comes within sight, we first see the top of the vessel and then the hull.
3. Because the shadow of the earth is always round; and only a round object always casts a round shadow.

II. Size of the Earth.

1. The distance round about the earth is called the circumference.
   The circumference of the earth is 25,000 miles; or it is 25,000 miles round the earth.
2. The distance through the middle of the earth is called the diameter.
   The diameter of the earth is 8000 miles; or:
   It is 8000 miles through the earth.
3. The axeis is a line supposed to be drawn through the middle of the earth, from North to South.
   The North = and the South Poles are the ends of this axeis.
4. The Equator is a line, supposed to be drawn round the world at an equal distane from the North and South Poles.

Rem. Part II may be learned by the better scholars only and cannot be exeplained without diagramm or exeperiment.

III. Surface of the Earth.

1. The earth is a very large ball or globe.
2. The surface of the earth is partly land and partly water.
3. There is 3 times more water than land on the surface of the earth.

v.

IV. Continents and Oceans.

1. a.) The water on the surface of the earth is divided into 5 great parts called Oceans.

   b.) An ocean is one of the 5 large divisions of water.

2. The 5 oceans are: The Atlantic Ocean, Indian Ocean, Pacific Ocean, Arctic Ocean and Antarctic Ocean.

3. a.) There are also 5 great divisions of land called Continents.

   b.) A continent is one of the 5 large divisions of land.

4. The 5 continents are: Europe, Asia, Africa, America & Australia.

5. The continents are divided into smaller parts of land called countries.

   a.) England is a country in the West of Europe.

   b.) The Gold Coast is a country in the West of Africa.

6. The line which divides a country from other countries is called the boundary.

V. Parts of the Sea.

1. A Sea is a part of an ocean.
2. A Gulf is a narrow piece of water running up a great way into the land.
3. A Bay is a piece of water with a wider opening than a gulf.
4. Bays and Gulfs are inlets of the sea into the land; a bay is wide; a gulf is narrow.
5. A Strait is a narrow piece of water joining 2 larger pieces together.
6. A Channel is a wider and larger passage of water than a straight.

VI. Land and Sea.

1. The Coast or Shore is where the land and the sea meet, or the land nexet the sea.
2. An island is a piece of land entirely surrounded by water or with water all round it.
3. A Peninsula is a piece of land nearly surrounded by water.
4. An Isthmus is a narrow piece of land, which joins 2 other pieces of land together.

5. A Cape is a small piece of land stretching out into the sea.
6. A Promontory is a high and rocky cape.

VII. Parts of the Land.

1. A Plain is a flat piece of land or a large and level part of the land.
2. A Table-land is a high plain.
3. A hill is high land rising above the country around.
4. A Mountain is a high and large hill.
5. A Valley is the low land lying between hills.
6. A mountain-range is a long line of mountains.
7. A Desert is a tract of land without water.
8. A Volcano is a mountain which throws out fire, smoke and ashes.

VIII Water on the Land.

1. The water which falls from the clouds is called rain.
2. Rain falls on the ground, sinks into the earth and comes out again in springs, which form brooks.
3. Brooks join into streams.
4. A River is a large stream of water flowing over the land.
5. A Tributary is a smaller stream flowing into a river.
6. The Source of a river is where it begins.
7. The Mouth of a river is where it ends.
8. An Estuary is the wide mouth of a river.
9. The Banks of a river are the land forming the 2 sides.
   When we are sailing down a river towards the sea the land on our right hand is called the Right-Bank & on our left hand the Left-Bank.
10. The bed of a river is the land over which the water flows.
11. Rivers are useful:
    a.) they drain the country.
    b.) they carry boats and ships on their waters.
12. The Basin of a river is the land drained by the river and all its tributaries.
13. A Watershed is the high land, which separates one river basin from another.
14. A Lake is a piece of water with land all around it.

Appendix V.

The School-Registers.

I. The Admission-Register.

1. This Register should be kept exclusively by the head teacher of the school.
2. The names of those entering the school are to be written into this book together with all particulars at the end of the week, in which a child entered the school.
3. At the end of the year a red line is to be drawn to distinguish those admitted during the year from those of the coming year.

II. The Class Register of Attendance.

1. The Register of Attendance is to be marked at every meeting of the school, presents by a stroke |, absentees by a o.
2. No corrections are to be made, i.e. no presents are to be turned into absentees, & no absentees into presents; no erasures, no dots are to be seen, & the whole register to be kept clean.
3. The daily attendance of the school is to be summed up every day.
4. At the end of the week (as a rule on Friday evening) following entries are to be made:
   a.) the total weekly attendance of the whole school & of each single scholar;
   b.) the Number present at all, the number on roll, the times the school was open during the week.
5. At the end of the quarter following entries are to be made:
   a.) the total quarterly attendance of the whole school & of each single scholar,
   b.) the Average attendance (boys & girls separately) during the quarter,
   c.) the Average Number on Roll & the times the school was open during the quarter.
6. The Attendance Register should agree with the secular year, i.e. the first week of the Register should be the first week of the year; therefore in case the first 4 weeks in January were school-holidays, the first 4 weeks of the Register should be left empty & „holiday" written across the columns.

7. In the 1. week of the new quarter the register is to be sent to the manager to be checked; an entry stating this is to be made in the logbook.

8. The number of Registers of Attendance used in a school depends upon the number of children in the school. It is advisable to have, if ever possible, separate Registers for boys as well as for girls.

a.) So f.i. in a school of 4 classes (Inf. – Stand. I) of about 40 scholars, 3 Registers might be necessary:

1 Attend. Register for boys Infants & Substandards (Cl. I – III).
1 " " " girls " " " (Cl. I – III).
1 " " " boys & girls together of Stand. I (Cl. II).

b.) In a school of 6 classes (Infants – Stand. III) with about 60–80 scholars about 5 Registers will be necessary:

1 Attend. Register for boys Infants & Substandards (Cl. I – III).
1 " " " girls " " " (Cl. I – III).
1 " " " boys Standard I & II (Cl. IV & V).
1 " " " girls " I & II (Cl. IV & V).
1 " " " boys & girls together Stand. III. (Cl. VI).

c.) Where boys & girls are in the same Register, not only the weekly attendances of both are to be entered separately but also the total quarterly attendance & the quarterly average attendance are to be written separately.

d.) Beside these Attendance Registers separate Registers for Manual Work & Sewing might be necessary.

9. In the Sewing Register is always a single (!) not a double entry to be made as the sewing class meets only once a day.

10. In the Register for Manual work

a.) the number of <u>hours</u>, in which manual work is done daily, is to be written.

b.) In the space for "Times open" the number of hours in which manual labour was done, during a week & during the quarter is to be written. The words "Times open" is to be changed into "hours open."

c.) The Average is found by dividing the total sum of hours in which manual work was done by all the scholars, by the sum of hours work was done by the school.

III. The Summary.

1. This register is to be kept exclusively by the head teacher, and the entries to be made at the end of every week.
2. The „classes" in the Summary may be made according to the Attendance-Registers; so f.i. in a school of 6 classes with 5 Attendance Registers
   the I. Cl. boys in the Summary is the Register for Infants & Subst. boys.
   „ I. „ girls „ „ „ „ „ „ „ „ „ „ girls.
   „ II. „ boys „ „ „ „ „ „ „ Stand. I & II boys.
   „ II. „ girls „ „ „ „ „ „ „ „ I & II girls.
   „ III. „ boys „ „ „ „ „ „ „ Stand. III boys.
   „ III. „ girls „ „ „ „ „ „ „ „ III girls.
   So that where we have according to our school organization 6 classes boys & girls miseed, we shall have in the Summary Boys Cl. I, II & III &
   Girls Cl. I, II & III.
3. In a school of 4 classes only we shall have in the Summary
   I. Class Boys Summary = Register of Infants & Subst. boys.
   II. „ „ „ = „ „ Stand. I boys.
   I. „ Girls „ = „ „ Infants & Subst. girls.
   II. „ „ „ = „ „ Stand. I girls.
4. In the yearly summary (last page of the Summary) also the Average Attendance of Boys & Girls Infants & Standards is separately to be shown.
5. The space provided for „Average Number on Roll" on the last page of the Summary may be used for the Average Attendance as wanted in No. 4, the words „„on Roll" being cancelled.

Appendix VI.

Hints for the Government Schoolexamination.

A. I.

Necessary apparatus and outward preparation.

1. The walls of the schoolroom should be white washed, the floor plastered, the desks & forms cleansed & dusted.
2. On the Schooltable should be ready for inspection and reference
   a.) the Attendance Registers,
   b.) the Admission Register
   c.) the Summary,
   d.) the Logbook,
   e.) the Cashbook,
   f.) the last years examination schedule,
   g.) the Teacher's books.
3. The blackboard should, if necessary, be blackened anew, be clean, and chalk as well as a dry & a wet rag ready for use. For Draving should be ready a ruler of 3 yards length.
4. On the walls of the schoolroom should be hung up:
   a.) the Alphabet Card & Writing Sheets,
   b.) the Readingsheets,
   c.) all the pictures fixed on rollers,
   d.) the Time Table on pasteboard,
   e.) the Countingtables.
5. There should also be ready for use:
   a.) the abacus (counting frame);
   b.) a long thin stick (bamboo or demere) as pointer.
6. The teacher should have the exact number of all the children present, boys & girls separated, written on a paper ready to answer the inspectors questions thereon.

7. The children should appear clean & tidy, & have

a.) all their books, copybooks & drawingbooks ready,

b.) clean slates, sharpened pencils & Stand. III. also sharpened leadpencils.

c.) a little rag to wipe off their writings on the slates.

B.

General Knowledge of English Words & Phrases.

The children of all classes should learn to understand

a.) Not only simple commands as:

stand! rise! count! sit down! write! read! stop!

b.) but also phrases as:

take out your slates! put down your slates! show your slates! take the slates out again! put your slates on the floor! take your books! find page 42! go on! read on! shut the books! put away your books! turn round! look at me! show me (any object)! look here! look at this! how many ...., fold arms! What is your name? write! that will do; write your name at the top of the slate! etc.

C.

How the examination might be conducted.

I. English Reading.

Apparatus: Alphabet Card, or Picture Alphabet, Reading sheets.

1.) Cl. I. Infants I^a = Infants Class I.

I^b = Infants Class II.

These 2 classes I^a & I^b are mostly taken together, and made

a.) to read simultaneously all the small & capital letters of the Alphabet on the Alphabet card or Picture Alphabet as pointed out by the Inspector.

b.) he wrote on the blackboard following letters successively which the children had to read

L, F, E, T, P, R, B, V, W.

o, a, d, g, q, i, n, m, u, w, v, r, p etc.

c.) I^{a}. or Infants class I should also be able to read Readingsheets, at least the Royal Readingsheetsbut also a part of the Practical Reading-sheets, as they might be taken separately by the Inspector and made
aa.) to spell & to read single words from the Sheets,
bb.) or to spell & to read single words written by him on the blackboard
as : he, she, cat, him, on, had, no, not etc.

2.) Class II. or Subst. I.

a.) In case the children are reading Sheets only the Inspector makes each child read a sentence he points out.

b.) When they are reading Practical Primer N° 1, he points out any page, and makes each child read the paragraph, he mentions its number.

Rem. Each child must have his own book.

3.) Class III or Subst. II.

The children have to read in Infant Reader N° 1 anything the Inspector points out. They should be able to show & to name the different objects seen on the pictures in the book; so f.i. the Inspector once asked this class to show on the picture on page.

4.) Class III or Stand. I. Practical Reader I.

a.) The child called to read has to go on reading untill the Inspector bids him to stop.

b.) The other children have to pay attention & to follow in reading; so that in case the reader makes a mistake, any one called to correct may be able to correct it.

c.) Each scholar should have his own book.

d.) The children should understand the pictures, so as to be able to point out & name any object thereon.

e.) The children must learn to explain the different words either by action or by pointing at an object or by other english words.

The same 5 remarks are to be observed in

Class V = Stand. II & Class VI = Stand. III.

II. Writing, Transcription & Spelling.

1.) With regard to the slates see General Rules.

2.) Rules for writing to be observed in all classes:

a.) The children shall write as large letters as possible.

b.) The letters should be written exactly between the lines.

c.) They should be regular, well shaped & in a bold style.

d.) The same letter is always to be made in the same form.

e.) Only simple words, which the children understand shall be written.

I Class. Infants I b. The Inspector writes on the blackboard:

l, i, n, m, r, e, a, c, s, v, x.

Infants I a. h, d, b, k, e, f, g, y, z, q, p.

which the children have to copy.

II. Class = Subst. I. This class has usually to write the Capital letters of the Alphabet, either

a.) from a Writing Sheets

b.) or by heart; now and then also.

c.) the figures from 1–20.

III. Class = Subst. II. To copy a paragraph from Inf. Reader No. 1.

IV " = Stand. I " " " " " Practical Reader I.

V. " = " II " " " " " Practical Reader II

& to spell the words afterwards.

VI. Class or Stand. III has to write a few lines dictated to them.

a.) Teacher reads the whole piece he is going to dictate before he dictates in short phrases, speaking slowly & distinctly.

b.) Teacher shall not correct anything, except he is ordered to do so by the Inspector.

III. Arithmetic.

Infants I a & b are mostly taken together.

The Examination might be conducted in the following way:

1.) The Inspector writes different numbers as 4, 9, 6, 8, etc. on the blackboard & makes the children read them.

2.) he calls single children to point out the numbers he mentions.

3.) he asks: show me 2 fingers, 4 fingers, 6, 7 etc.

4.) he takes the ballframe, or gathers 10 pencils, 10 stones, 10 books etc. and makes exercises in addition & subtraction from 1–10, as f. i.

a.) he calls a boy: come & take 4, you 6, you 3, etc.

b.) he makes them count 1, 2, 3 till 10 pencils, stones etc.

c.) he takes away 2 penciles, stones, balls etc. & asks: how many { left ? / here ?

" " " 3 " " " " " " " : " " " ?

" " " 5 " " " " " " " : " " " ?

, adds again 4 " " " " " " " : " " now ?

2 " " " " " " " : " " " ?

3 " " " " " " " : " " " ?

Subst. I. (Class II).

a.) Inspector takes the ballframe, draws a number of balls 10, 13, 20 & makes the children mention the numbers he has drawn. 18, 15, 19

b.) He asks: show me 13, 17, 21, 14 etc.

c.) he asks: two and two ? ten & fife ?

four " two ? 16 + 2 = ?

six " two ? 18 + 2 = ? etc.

four " three ? 9 + 3 = ?

d.) he shows the fingers of 1 hand & asks: how many fingers ? he takes away 1 finger & asks: how many now ? & goes on questioning:

1 from 5	2 from 5	20 from 30
1 " 10	2 " 10	10 " 40
1 " 8	2 " 9	8 " 11.
etc.	3 " 9	
	4 " 9	
	8 " 10	

e.) he says to a boy: call the boys of your class! 15.
he makes 1, or 2, or 3, or 4 sit & always asks:
how many are standing?
" " " sitting?

f.) he dictates following numbers, to be written under each other & to be added.

16
21
12
13
30
40
14

Rem. It often happens that the children write
40 instead of 14
30 " " 13; they must by distinct pronounciation be taught to distinguish:
forty and fourteen
thirty and thirteen etc.

Subst. II (Class III).

a.) The Inspector asked: 5+5 = ? 10+5 = ? 15+5 = ? 20+10 = ?
9+6 = ? 7+6 = ? 5+8 = ?
ten from 15 = ? 20 " 30 = ? 10 " 50 = ?

b.) Then he dictates:

write on your slates! 49
or
write down these numbers, 24
draw a line, 16
add!

reset one

27
35
26

one more

30
15
40
13
50

c.) He dictates again:

write, 40
draw a line, 16
subtract!

reset one

43
26

Rem. Attention is to be paid again to the difference between 14 and 40!
15 " 50!

d.) Now & then the numbers are written on the blackboard; the children have to read them at first, then to write on their slates & work the tasks.

Stand. I (Class III).

a.) The sums are dictated, as:

write, 98
64
draw a line, 37
add! 59

another one 809
510
draw line, 206
add! 19

one more, sum! 816
934
49
726
84

b.) write. 621
draw line, 126
subtract!

or Subtract 56 from one hundred and fourteen!

c.) In Multiplication mostly the small Multiplicationtable is asked orally as: 5 × 6 = ?
5 × 8 = ? etc.

d.) Now and then the task is written, as: Multiply 123 by 6.

e.) It may also happen that the inspector writes numbers on the blackboard, as:
307, 91, 411, 313, 819, 40, 30, 15
and the children have to write these numbers on their slates in words, as: three hundred and seven etc.

Stand. II. (Cl. II).

a.) In Addition they get tasks similar to that of Stand. I, only with larger numbers.

b.) In Subtraction the tasks are often not written in figures only, as: $\begin{array}{r} 1001 \\ -\ 992 \end{array}$ but often in words, as: Take / or Subtract } nine thousand eighteen from ten thousand & forty

Rem. The children should be warned against the thoughtlessness with which many scholars write the first numbers at first & the second below it, without asking which sum is the larger. They must know that always the smaller sum is to be subtracted from the larger one.

c.) In Multiplication following task were given:

213,901 × 9 = 152,418 × 7 =

d.) In Division 152,418 ÷ 3 = ? etc.

These sums were written on the blackboard, read by the children and worked on the slates.

Stand. III. (Cl. II).

a.) Tasks in Addition with large sums.

b.) In Subtraction was given

1.) $\begin{array}{r} 101,010 \\ -\ 84,021 \end{array}$

2.) Take 13,621 from fifty thousand and fifteen.
Subtract 6098 from nine thousand & forty four.

c.) In Multiplication:

1.) $\begin{array}{r} 403,396 \\ \times\ 409 \end{array}$

2.) Multiply 40,396 by 4007.

d.) In Division 5,887,116 ÷ 29 = ?

IV. Object Lesson.

1. The Teacher should have prepared lessons on 10–12 objects. A list of these objects is to be kept ready on the day of examination & be placed before the Inspector.
2. The Teacher should not always ask

   what is this ? how is this called ?

   but also ask: what is done with an object,

   where it is to be found etc.

   and in case of animals: what their food, habits, dwellings, colour etc. are.
3. All strange names (even if on the picture alphabet) as: "Hebec, yacht" are to be avoided & such objects simply called: "ship"; the same instead of: "quaver, nightingale, Ibis, vulture etc." one teaches the children to use the word "bird."
4. Already the little pictures in their Readingbooks are to be explained & the children questioned about them.
5. In a class of infants where the teacher had no list of objects done to show, the Inspector examined in the following way:

   a.) He pointed at the picture of an apple and asked: What is this? What do you do with an apple? We eat it; Tell me something else you eat. Fufu, cassada, plantain, yam etc. He pointed at a dog. What is this? how many feet has he? how many feet have you? he pointed at a cow and asked the same questions; then at her horns & asked: how many horns has the cow? has the horse also horns? have you also horns? he pointed at some eggs & asked: how many eggs are here? where are the eggs? what you get eggs for? for eating; what you get a house for? to live in; what is a bed for? for sleeping. What is a box for? to keep things in; what is a pot for? for cooking. What come eggs from? from the hen, duck etc. What is a dog? a dog is an animal. Mention other animals! cat, sheep, goat, horse, cow, mouse! Mention a very small animal! fly. Mention a very big animal! elephant.

Mention some trees! orangetree, palmtree, mangotree, coffeetree, cocoa-tree.

He shows a pen. What do you to with the pen? we write. Mention other things, with which you write! slatepencil, chalk, ink. What colour has the chalk? the wall? etc

b. In Substandard II. The picture of a goat.

What animal is this? how many horns has the goat? how many horns have you? We have none. Mention other animals with horns! now Show me your nose! your head, hair. The goat has a tail. Mention other animals, who have also tails! What is this? a pole! and this? a rope! What for is the rope? to bind the goat. Mention some animals with 2 legs! He points at the desk & asks: what is this? a desk. What for is a desk? to write on it. He points at the bench the children are sitting on and asks: what is this? What for is it? for sitting. What is it made of? of wood etc.

V. Grammar.

Stand. I. (Cl. IV).

a.) The Inspector reads sentence after sentence, or makes the children read and point out the nouns.

b.) or they have to write out of a paragraph in the Readingbook the nouns on their slates.

c.) Now & then they have also to distinguish proper nouns & common nouns.

Stand. II & III.

a.) They had to point out nouns as well as verbs orally or on their slates.

b.) Now & then also the definition of a noun or a verb is asked.

VI. Geography.

Stand. I

The teacher, when asked to examine, shall not begin with questions as: 'What is Geography?' nor ask after Geographical definitions, as this is not the task of

Stand. I (see Rules).

One the Inspector conducted the examination in the following way:

a.) What day is to day? What day is to-morrow? What day was yesterday? What is the next day after Wednesday? Which is the first day of the week? the last day? On what days do you come to School? How many days do you come to School?

b.) What month are we in? What is the next month? What month is before November?

Which is the first month of the year? Mention all the months of the year? What months have 31 days? Which have only 30 days?

c.) Day & night. How is it at night? dark. When it is dark what is lighted? the lamps. Now we light no lamp therefore it is what? It is day. What shines at day? the sun. When is it night? When the sun sets. When is it day? When the sun rises. What shines at night? the moon and the stars.

d.) The 4 cardinal points.

Where does the sun rise? Show me east!

" " " " set? " " west!

Where is the sun at noon?

Stand. II & III

The Inspector joins these 2 classes;

a.) He points at a map & asks: What is this? A map. You see 2 things on it. What? Land & water. What am I pointing at?

b.) He points at the top of the map & asks: What is there? North. Just so he asks after: East, West, South, now and then also after: North - East, South - West etc.

c.) Definitions. He asks after the larger & smaller portions of land & water (continent, ocean, gulf, bay, strait etc.; see Appendise He points at a mountain range on the map & asks: What is this? What are these black lines? rivers. How is the {beginning / end}

of a river called ? How is a mountain called that stops 2 rivers from floving together ? watershed.

He asks after : isthmus, island, cape, lake etc.

The pupils must be able to point out all these parts of land & water on the map of the continents, and not only on the map of definitions.

VII. Drawing.

1.) There should be a ruler of 3 feet length for the blackboard.

2.) The Stand. III should have drawing books & well sharpened leadpencils.

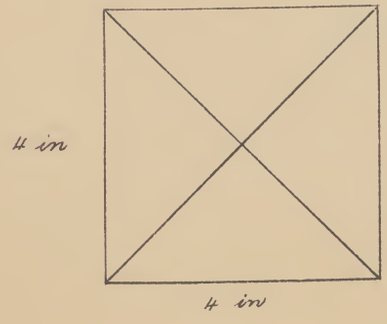
3.) All scholars should be provided with rulers of 1 foot length divided into 12 inches.

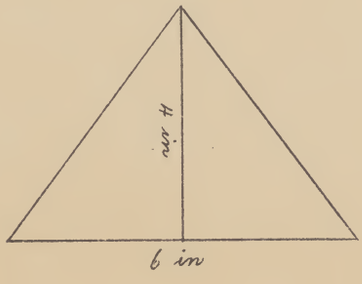
4.) Tasks given by the Inspector at several examinations :

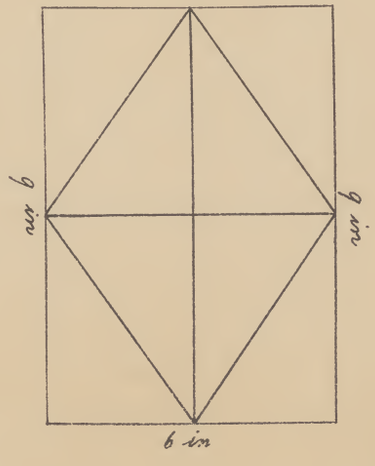
a.) Draw a square of 4 inches a side and draw the diagonals.

b.) Triangle. Draw a line 6 inches long ; divide it in the midst ; draw a vertical line of 4 inches upon the midst ; join the ends of the lines !

c.) Rectangle. Draw a line of 6 inches ; draw vertical lines of 9 inches standing on the ends ; join the top ends. Divide all four sides in the midst & join these points by lines ; draw the diagonals !







Appendix VII.

The Weekly Record.

1. A weekly record is to be kept in all assisted schools.
2. At the end of every week the teachers have to write into this book all that was taught in the different subjects in the single classes during the week.
3. There is a specimen of such a weekly record given showing the work done during the 3 weeks from the 18th February – 8th March by 2 teachers in a school of 6 classes.
4. With regard to the specimen of a weekly record given on the following pages it is to be taken in consideration that already 3 – 4 weeks of School had gone before.
5. The 6 classes might also be separated & 2 books of weekly record kept, one for the classes III – VI & one for the classes I & II; in this case, 2 books in Quarto are necessary; for all 6 classes together Folio is requested.
6. The Managers will by the help of the weekly Record be able to see whether the teaching had been done according to the Teaching plan, whether the teacher had taught the right thing at the right time, i. e. gone on too quick or kept back.

Specimen of

Week 7th

Subjects taught in	I. Cl.	II. Cl.
Bible History	Arnold's Old Test. № 9	Arnold's Old Test. № 12.13
Dictation	. . . . .	. . . . .
Recitation	Hymn 113. Pass. p. 20, 15	Hymn 282. Pass. p. 25, 69. 70
Geography	. . . . .	. . . . .
Arithmetic	Simple subtract. of №s 1–10	Simple addition
Grammar	. . . . .	. . . . .
English reading	Sheet 8 & alphabets	Primer p. 10. 11
Caligraphy	. . . . .	. . . . .
Vernacular reading	Primer p. 7. & alphabet	Readingbook p. 41–50
Object lessons	Members of the body	The
Spelling	. . . . .	. . . . .
Copying	. . . . .	. . . . .
Singing	Gbetkëbii	alal. 62.

Names of teachers :

Bible Hist.	Dictation.	Recitation.	Geography.	Arithmetic.
IV. VI. 3	IV–VI. 1	IV–VI. 2	IV–VI. 2	IV–VI. 5
II III. 3	—	II. III 2	—	II. III. 5
I. 3	—	I. 2	—	I. 5
—	—	—	—	—

Weekly Record

March 11th — 15th

	III. Cl.	IV. Cl.	V. Cl.	VI. Cl.
	Barth's Old Test. № 15. 16	Barth's	Bible History Old	Test. № 18. 19
	. . . .	Practical Reader II	page 112 The	Elephant
	Hymn 110. Pass. p. 33, 34 – 39	Hymn 135. Pass. page 11	Hymn 107. Pass. p. 97, 18 – 21	Hymn 494. Pass. p. 72, 65 – 73
	. . . .	A Continent	and	Island
	Simple Addition	Simple	division	the same
	. . .	The	eight parts of	Speech
	Inf. Reader I. p. 15. 16	Reader I. p. 14, 1 – 10	Reader II. p. 10, 7 – p. 13, 7	Reader III. p. 15. 16
	. . . .	Words beginning	with U, and	V
	Acts. 23 – 27	St. Mat. 1 – 3	Jerem. 32,	34 36 – 38
	Thrush			
	. . . .	Reader I. page 107, 10. 12	Reader II. p. 123, 10	Reader III p. 155, 15
	Words beginning with i & j			
	Dun ha	šikpon no	Kete	šoŋni etc.

Grammar.	Engl. Readg.	Caligraph.	Vern. Readg.	Object less.	Spelling.	Copying.	Singing.	Needle Work	Totals.
IV – VI. 1	II – VI. 10	IV. VI. 2	—	II. III. 1	III – VI 1	III. 1	—	—	29
—	—	—	II – VI. 13	II. III. 1	—	—	—	II. 4	28
—	I. II. 3	—	I. 10	I. 2	—	—	I. II. 2	I. 3	30
—	—	—	—	—	—	—	III – VI. 2	—	2

Specimen of Weekly Record.

		1901. 18th – 22nd February.	1901. 25th Febr. – 1st March.	1901. 4th – 8th March.
Bible History.	III – VI	New Test. Barth's Bible History, № 5.6	New Test. Barth's Bible History, № 7.8	New Test. Barth's Bible History № 9
	I & II	Old Testament Arnold, № 7.8	Old Testament Arnold № 9. 10	Repetition 7 – 10, № 11
to Memory Passages.	VI	Catechism № 4. Article of Jesus Christ	Catechism Passages p. 67 № 24. 25. 33. 35. 38	Catechism № 4 Article of the Holy Ghost
	V	Confirmation Book № 10 – 12	Confirmation Book № 13 – 16	Confirmation Book № 17 – 20
	IV	Catechism № 4. Article of God	Repetition, New Passages № 68. 69. 70. 71	Catechism № 4 Article of Jesus Christ
	III	Catechism Passages p. 29 № 13	Catechism Passages p. 29 № 16. 18	Catechism Passages p. 30 № 23. 26. 27
	II	Catechism Passages p. 23 № 57. 58	Catechism Passages p. 23 № 59. 60	Catechism Passages p. 23 № 61. 62
	I	Catechism Passages p. 18 № 7. 8	Catechism Passages p. 19 № 9. 10	Catechism Passages p. 19 № 11. 12
Committing Hymns.	VI.	Hymn № 296, 1 – 7	Hymn № 296, 8 – 12	Repetition of № 296. New: № 434, 1
	V	Hymn № 165, 1. 2	Hymn № 165, 3. 4	Hymn № 165, 1 – 6
	IV.	Hymn № 92, 4 – 7	Hymn № 92, 8 – 11	Hymn № 92, 12 – 14
	III	Hymn № 174, 1. 2	Hymn № 174, 3. 4	Repetition of Hymn № 214 & 174
	II	Hymn № 404, 1 – 3	Hymn № 404, 4 – 6	Hymn № 404, 1 – 7
	I	Hymn № 373. Repetition	Hymn № 197, 1. 2	Hymn № 197, 3. 4
Vernacular Reading.	V & VI	Bible: Mateo 13 – 17 Reading Book IV page 110 – 115	Bible: Mateo 18 – 24 Reading Book IV page 116 – 120	Bible: Mateo 25 – 28 Reading Book IV page 120 – 125
	III & IV	New Testament, Acts 7.8 Reading Book III page 50. 51. 52	New Testament Acts 9. 10 Reading Book III page 52 – 54	New Testament Acts 11. 12 Reading Book III page 54. 55. 56
	II	Primer page 31 – 33	Primer page 34 – 36	Primer page 36 – 38
	I a	Primer page 18 – 20	Primer page 21 – 23	Primer page 23 – 26
	I b	Twi Readingsheet № 2	Twi Reading sheet № 2 & 3	Twi Reading № 3
Arithmetic.	VI	Reduction of money to a higher denominator Oral: Multiplication of 13 & 14 Rep!	Reduction of money to a lower denominator Oral: Multiplication of 15 & 16 Repetition	Reduction of money to a lower denominator Oral: Multiplication of 16. 17 Repetition
	V	Addition of unlimited numbers Oral: Numbers of 2 figures to same	Subtraction of unlimited numbers Oral: Numbers of 2 figures from same	Subtraction of unlimited numbers Oral: Numbers of 2 figures from same
	IV	Addition of numbers of 4 figures	Addition of numbers of 5 figures	Addition of numbers of 6 figures

Arithmetic.	II	Oral: Addition of numbers of 2 fig. to Tens	Oral: Numbers of 2 figures to same	Oral: Numbers of 2 figures to same
	III	Addition of Tens to Tens Oral: Addition of 6 & 7 from 1–100	Addition of numbers of 2 figures to same Oral: Addition of 7 & 8 from 1–100	Addition of numbers of 2 figures to same Oral: Addition of 8 & 9 from 1–100
	II	Addition & Subtraction of 2 from 1–100	Addition & Subtraction of 3 from 1–100	Addition & Subtraction of 4 from 1–100
	I	I a Addition of 3 from 1–10 I b The numbers from 1–10	I a Addition of 3 from 1–13 I b Addition of 1 from 1–10	I a Subtraction of 3 from 13–1 I b Addition of 1 from 1–10
English.	VI.	Stand. III p. 15 Iron & its uses	Stand. III p. 17 Farmer Blake's first lesson	Stand. III p. 20 Lessons from the ass
	V.	Stand. II p. 9 Dogs & children	Stand. II p. 10 The bear & the Kettle	Stand. II p. 11 Which bird sings best?
	IV.	Stand. I p. 6 The Sun	Stand. I p. 8 How to read	Stand. I p. 10 Lussy speaks for herself
	III.	Repetition of Infant Primer p. 15–18	Repetition of Infant Primer p. 19–22	Repetition of Infant Primer p. 25–28
	II.	English Readingsheets Rept. 3–5	English Readingsheets Rep. 6–8	English Readingsheets Rep. 8–10
	I a.	Repetition of the Alphabet	Repetition of the Alphabet	Readingsheet № 1
Writing.	VI.	A, Asia	Asia is a continent	B, Basel
	V.	" "	" " " "	" "
	IV.	i i in it	u u mu n n	ni m m nim
	III.	i i	u u u	n n n
	II.	Repetition of the small letters i u n	m o a	e w s r
	I.	ı ı ı ı ı	i i	u
Singing.	III – VI	III № 214 V № 181 IV № 93 VI № 165	Exercises in the intervals do, mi, so III & IV № 93 rept. English song: 'Lightly row' V & VI " 165 "	Exercises with do, mi, so Repetition of 'Lightly row' III & IV № 174: V & VI № 98
	II & I	№ 373	№ 105	Repetition № 373 & 105
Composition.	II & V	Polikarpo hõ asẹm	Akõ bi hõ asem	Oguanteri
	III & II	Okunafo bi ne nâkoko	Okramanne ne sunsuma	Amirekyi abien hõ asẹm
Object Lesson	III II I	Parts of the human body	Repetition of the same	The dog
Geography	VI	Shape of the earth	the same	Size of the earth
	V	Repetition: 4 Cardinal points	the same	Plan of the school
	IV	East & west; rising & setting of the sun	the same	Day & night as connected with the rising & setting of the sun.

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